DOCUMENT RESUME

ED 147 214	SO 010 423

AUTHOR	Stahl, Robert J.
TITLE	The Status of Precollege Psychology in Florida from 1970-71 through 1974-75: A Report of a Longitudinal Study. Research Monograph No. 22.
INSTITUTION	Florida Univ., Gainesville. P. K. Yonge Lab. School.
PUB DATE	Nov 76
NOTE	110p.; For a related document, see ED 087 651; Tables 6, 7, 5B, 6B, 10B, 13B may not reproduce clearly due to small type size of original document
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Comparative Analysis; Course Content; Course Evaluation; Course Objectives; Curriculum Research; Data Analysis; Educational Needs; *Educational Research; *Educational Status Comparison; *Educational Trends; High School Curriculum; Longitudinal Studies; *Psychology; *School Surveys; Secondary Education; Student Characteristics; Surveys; Tables (Data); Teacher Certification; Teacher Characteristics; Teacher Education
IDENTIFIERS	*Florida

ABSTRACT

The results of a 1974-75 survey of Florida secondary schools that are concerned with the teaching of psychology are reported and compared with similar surveys made in 1970-71 and 1972-73. The purpose of the survey was to obtain a profile of schools offering psychology courses. The 1974 survey, a 40-item questionnaire, was mailed to 337 schools and gathered 227 responses. Data were collected on the number of schools offering psychology courses, of students enrolled, and of other courses schools were offering which included psychological content. Data were also obtained on the racial mixture and sex of the students enrolled in psychology classes; the popularity of psychology courses; the academic preparation of psychology teachers; the behavioristic-humanistic biases of psychology teachers; and the methods used in the teaching psychology courses. Results revealed that psychology as a separate course of study was taught in 179 of the 227 secondary schools (78.9%). These results represent a slight increase in the total number of Florida secondary schools which offered separate course in psychology when compared with the previous surveys. Other findings show that psychology classes contain a racial mixture of approximately 80% white and 20% black students; the majority of students were females; generally, psychology teachers are satisfied with their academic preparation; few differences exist between behaviorist-oriented and humanists-oriented teachers; and most teachers use the lecture-discussion method. (KC)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED147214

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE STATUS OF PRECOLLEGE PSYCHOLOGY IN FLORIDA FROM 1970-71 THROUGH 1974-75:

A REPORT OF A LONGITUDINAL STUDY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ruth Duncan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Research Monograph No. 22

Robert J. Stahl

Assistant Professor of Education
Mississippi University for Women
Columbus, Mississippi 39701

Fall, 1976

Dr. Stahl is a former member of the P. K. Yonge Laboratory School faculty. This report is an extension of two previous studies he conducted under the auspices of and reported through the Research Division of the School.

P. K. Yonge Laboratory School
College of Education
University of Florida
Gainesville, Florida 32611

This public document was promulgated to disseminate information to public school personnel at an annual cost of $655.00 or a per copy cost of $1.31.

SP 010 423

As has been advocated by professional psychologists to "give psychology away," the author wishes to "give his study away." Hence, anyone may copy or use for non-profit purposes the data included in this report provided credit and acknowledgement are given the author and P. K. Yonge Laboratory School.

Robert J. Stahl

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS i

I. INTRODUCTION 1

II. DESIGN AND PROCEDURE 1

III. RESULTS 3

1. The Number of Schools Offering Psychology Courses 3

2. The Types of Schools Offering Psychology Courses 4

3. Description of Schools Offering Psychology Courses 5

(A) School enrollment data 6

(B) Racial mixture of school enrollments 6

(C) Geographical settings of schools . 7

4. Other Courses Which Included 'Psychological' Content 8

5. Elective or Required Nature of Separate Psychology Courses 10

6. Number of Secitons of Psychology Offered in the Different Schools . . . 11

7. Student Enrollment Data 11

8. Descriptive Data Concerning Students Enrolled in Psychology Courses: Teacher Surveys 14

(A) Racial mixture of psychology classes 14

(B) Sex make-up of psychology classes 15

- (C) Grade level of students in psychology classes 15

9. Descriptive Data Concerning Students Enrolled in Psychology Courses: Student Survey 17
    - (A) Race of students enrolled in psychology classes 17
    - (B) Sex of students enrolled in psychology classes 19
    - (C) Grade levels of students enrolled in psychology classes 19
    - (D) Age levels of students enrolled in psychology classes 20
    - (E) Academic grades received by students enrolled in psychology classes 20
    - (F) Summary of student descriptive data 21

10. Popularity of the Psychology Course . . 21

11. Academic Preparation of Psychology Teachers 22
    - (A) Certification areas of psychology teachers 22
    - (B) Credit hours earned in psychology on the college level 24
    - (C) Level of college training completed by the psychology teachers 24
    - (D) Teacher's attitudes towards their college preparation 26

12. The 'Behavioristic-Humanistic' Biases of Psychology Teachers 27
    - (A) Objectives the 1974-75 teachers set for their courses 28
    - (B) Comparison of the objectives between the 1972-73 and 1974-75 teachers 28
    - (C) Reasons why students enrolled in psychology courses 30

(D) Objectives identified by 'behavioristic' and 'humanistic' teachers 32

(E) Summary 35

14. Content and Topics Studied in Psychology Courses 35

(A) Content included in the psychology courses: 1974-75 . . . 35

(B) Comparison of content included in the courses taught in 1972-73 and 1974-75 37

(C) Content students thought should be included in these psychology courses 38

(D) Content included in courses taught by 'behavioristic' and 'humanistic' teachers 41

15. Methods Used in Teaching the Psychology Courses 42

16. Descriptive Data Regarding the Use of State-Adopted Psychology Textbooks . 43

(A) Utilization of state-adopted textbooks by psychology teachers 43

(B) The popularity of these different textbooks 44

(C) The frequency of use of these textbooks 46

17. Instructional Aids Desired for use in Psychology Courses 48

(A) Teacher attitudes concerning instructional aids 48

(B) Instructional materials desired by psychology teachers 48

(C) The instructional materials the students desired to see used . . . 53

19. Voices From Schools Not Currently Offering Separate Psychology Courses . 57

IV. DISCUSSION 57

V. A REVIEW OF THE LITERATURE 61

VI. BIBLIOGRAPHY 63

VII. APPENDIX A: DESCRIPTIVE DATA RELATIVE TO THE SIX STATE-ADOPTED PSYCHOLOGY TEXTBOOKS 64

VIII. APPENDIX B: TABLES 71

ACKNOWLEDGEMENTS

Questionnaire survey studies with a high percentage of returns are few. Longitudinal studies which produce extensive and pertinent descriptive information are rare. In either instance, the qualitative nature of the final product is the result of the efforts of a great many individuals. Without their contributions, studies such as those reported here and monographs such as this would never be completed. These individuals deserve to be recognized.

First, the author wishes to give credit to those people who often are not recognized for their contribution to studies such as these--the survey respondents. Without the willingness of over 600 teachers and 1,200 students over the past six years to take the time to complete questionnnaires, there would be no data to report, no study to write up. These individuals are the unsung heroes of this and both previous surveys.

The author wishes to extend his gratitude to J. Doyle Casteel, College of Education, and Hank Pennypacker, Department of Psychology, University of Florida, and Margo Johnson, APA Educational Affairs Office, for their encouragement to conduct the 1974-75 survey.

Special gratitude is extended to Fred Davis, Director, Computer Processing Center, and Michael Speed and Ray Heiser, Mississippi State University, for handling the computer and statistical processing work associated with the 1974-75 study. Ed Bennett, Director for Data Processing, Mississippi University for Women, deserves recognition for his efforts to get the raw data keypunched as well as for initiating the steps to receive the assistance of the M.S.U. computer services staff. Dean Freedle, Dean of the School of Education, Mississippi University for Women, must be recognized for his encouragement of the author's work during the writing stage of the manuscript.

Ths assistance and contributions of student assistants are also often overlooked. In this case, to ignore the efforts of Jan Orgeron, M.U.W. student, would be unjust. Without her tireless efforts, the data analysis stage of the latest survey would just now be beginning.

Appreciation is extended to Candy Caputo, who had the patience and wherewithall to translate the rough drafts of the manuscripts into finished type, and to Bob Gasche, of P. K. Yonge, who took the time to complete much of the technical production work on various aspects of the manuscript. Without their assistance, all of which was via mail communication, this final manuscript would not have been completed as soon as it was.

Dr. J. B. Hodges, Director, and Ruth Duncan, Coordinator for the Dissemination of Research, P. K. Yonge Laboratory School, deserve the author's sincerest thanks. Both have long encouraged the author's efforts to study the phenomenon of psychology in Florida's secondary schools. Through Dr. Hodges' efforts, P. K. Yonge provided much of the financial support to conduct and report all three surveys. Ms. Duncan's assistance was invaluable during the data collection and final production stages of this survey. The author is indebted to them for six years of assistance and support.

And finally, the author begs forgiveness from his wife, Barbara, and his son, Steve, for spending so many hours on this study. It is hoped that the results of this report will in some way contribute to the improvement of the psychology course in which one day Steve will undoubtedly enroll.

Robert J. Stahl
Mississippi University for Women
October, 1976

THE STATUS OF PRECOLLEGE PSYCHOLOGY IN FLORIDA FROM 1970-71 THROUGH 1974-75: A REPORT OF A LONGITUDINAL STUDY

Robert J. Stahl

I. INTRODUCTION

During the 1970-71 and 1972-73 school years, surveys of Florida secondary schools relative to the teaching of psychology were conducted. Both surveys were designed to obtain specific information on a wide variety of areas and subjects pertaining to the status of psychology within the curriculums of Florida's secondary schools. The subsequent publications of the results of these studies (Stahl and Casteel, 1972, 1973) were used by a number of individuals and groups in making curricular and instructional decisions relative to this course.

Since the reporting of these two status studies, precollege psychology was the focus of attention of several inservice workshops and teaching clinic-sessions within the state. Meanwhile, concerted efforts on the part of diverse educational and professional groups to develop curricular materials, to establish related professional journals, to introduce and revise existing textbooks, to establish certification and college degree requirements relative to training teachers to teach these courses, and to influence the direction in which the course will take in future years, have attempted to influence the nature and direction of the psychology course in Florida's secondary schools. Questions regarding the effects of these efforts and the identification of trends within the curricular area spurred the author on to conduct the third study.

II. DESIGN AND PROCEDURE

The selection of schools to be surveyed in the 1974-75 study was different from the previous two surveys. Whereas before all Florida schools which contained grade level(s) 10, 11, or 12 were sent questionnaires, the mailing list for the 1974-75 survey was screened. All public secondary schools were automatically placed on the mailing list. However, only those private schools with more than ten full-time faculty members which were not also schools for the mentally-handicapped were considered for inclusion in the study. Hence, of the 138 Florida private schools which included secondary grade level students, 31 were excluded when the criteria identified above were applied. Of the remaining 107 schools, 71 were randomly selected to be included in the survey. Eventually, 266 public and 71 private secondary schools made up the total sample of 337 schools included in this project.

In April, 1975, a four-page questionnaire containing 40-items accompanied by an introductory letter and a self-addressed return envelope were mailed to 337 Florida secondary schools. One-hundred and seventy-six schools returned questionnaires from the initial mailing, and 51 schools responded to the second mailing sent in mid-May. A non-statistical scanning of the two sets of responses suggested there was little difference between the returns of the two sets of data. This report includes data from 227 respondents in the 337 schools surveyed (67.4%).

In addition to the teacher survey, 26 of the 179 teachers (14.5%) who indicated they taught the separate course in psychology in their schools were asked if they would allow their students to be surveyed as well. These 26 teachers were randomly selected from the total list of teachers available as of May 10, 1975. This list included the names of 147 psychology teachers. Each teacher received a brief letter explaining the request, a sample of the two-page, 9-item questionnaire for students, and a stamped, self-addressed return postcard on which they could indicate the total number of student questionnaires they needed. Twenty-five of the 26 teachers agreed to the request. In all, these teachers requested 1,309 copies of the student questionnaire. Twenty-four teachers returned 1,215 completed forms. The results of the analysis of these student data are also to be reported in this monograph.

Although a report of the 1974-75 survey results could stand alone, much of the value of this particular survey rests in the fact that it provides data to examine changes in precollege psychology in Florida over a six-year period. In fact, the collected data provide the opportunity for the first longitudinal study of this subject area within the secondary school curriculum of one state. Combined with the results of the 1970-71 and 1972-73 surveys, information was available to study trends within this subject area. The three teacher surveys and one student survey provide ample data to study extensively the phenomenon of psychology as a course of study in the secondary school curriculum.

Because of the amount of diversity of the available data, this monograph will report accumulated data along the following organizational plan:

First, results for individual items of the 1974-75 teacher survey will be presented and discussed;

Second, when available, data from the two previous teacher surveys will be presented and examined in light of the more recent findings; and

Third, if available and pertinent, information from the 1,215 student questionnaires will be presented and analyzed in light of the teachers' responses.

However, when appropriate or necessary, modifications in the above organizational scheme will be made in order to preserve continuity, to emphasize particular points, or to maintain some semblence of readibility.

III. RESULTS

For the first time in three surveys, the information provided by the respondents not teaching the psychology courses was sparse. These 48 respondents (21.2%) reported they did not teach separate courses in psychology nor were such courses offered in their schools. In part, the lack of information may be due to the fact that in the past a number of persons in this category of respondents completed the questionnaire for a colleague in their school who actually taught these separate courses. This former pattern of response did not re-occur in this survey. Due to the sparseness of data from these non-psychology teachers and remaining consistent with previous reports of questionnaire data, the information presented and discussed relative to the 1974-75 survey will focus on the responses of the 179 individuals who actually taught the separate courses in psychology in their schools.

1. The Number of Schools Offering Psychology Courses

The results revealed that psychology as a separate course of study was taught in 179 of the 227 secondary schools responding to the questionnaire (78.9%). Of the 266 public schools surveyed, 194 (72.9%) returned completed questionnaires with 158 respondents (81.4%) reporting they actually taught the separate psychology courses offered in their school. Thirty-three of the 71 private schools surveyed responded with 21 respondents (63.6%) indicating they taught their school's psychology course offerings. The 158 public and 21 private school respondents made up the 179 teachers who taught these separate courses.

For the first time in three surveys, the teachers who actually taught the separate psychology courses in the

179 schools which offered such courses completed the questionnaire. In 1970-71 and 1972-73, nearly ten percent of the returned questionnaires were completed by someone else in the school besides the teachers who taught these courses (8.6% and 9.7%, respectively).

When compared to information collected in the 1972-73 study, the 1974-75 results represent a slight increase in the total number of Florida secondary schools which offered separate courses in psychology. The 179 schools offering such courses were only four more than the total of 175 schools which reported they offered the course in 1972-73. This total represents an increase of only 2.3 percent in two years. This small increase in number of schools is to be contrasted with the increase of 35 schools (25.0%) reported between the 1970-71 and 1972-73 figures. These data would suggest that after several years of rapid, unprecedented growth within the precollege curriculum, the growth of psychology as measured in terms of the number of new or total schools offering such courses has slowed drastically and may have even peaked.

The number of schools which will offer separate courses in Psychology in the future may be about the same as reported in this survey. In other words, those secondary schools which were able to include such courses may have done so while those schools not able to offer a separate course may have been forced to wait until more funding and qualified personnel make such additions possible. In this latter situation, as school budgets become tighter, there is less chance schools not currently offering the course will find the money to develop such courses while those schools currently offering the psychology courses may begin dropping these courses in favor of the more standardized and traditional curriculum offerings. Should the availability of funds be a major condition regarding the introduction or continuance of separate psychology courses, current economic conditions would forecast a less-than-bright future for psychology in the precollege curriculum. The wave towards including such courses in more secondary schools may have crested.

In addition to the above, while the 1974-75 results reported an increase in the total number of schools offering separate psychology courses, these data represent a slight decrease from the 1972-73 figures when compared to the total number of schools responding to each survey (179 of 227 schools or 78.9% in 1974-75 compared to 175 of 218 schools or 80.3% in 1972-73).

2. The Types of Schools Offering Psychology Courses

In regards to the type of schools which offered separate psychology courses, the data indicate these courses were again offered primarily in public secondary schools (158 responses or 88.3%) with Catholic parochial schools (10 responses or 5.6%), private non-religious schools (6 responses or 2.8%), private non-Catholic religious schools (4 responses or 2.2%) and laboratory schools (1 response or .6%) following in that order.[1] Two years previous to the 1974-75 survey, the analysis of the 1972-73 returns revealed 85.4 percent of the 158 psychology teachers (135 teachers) taught their courses in public schools with non-Catholic religious schools (11 responses or 7.0%), private non-religious schools (6 responses or 3.8%), and Catholic parochial schools (4 responses or 2.5%) following in that order.

These two sets of data reveal two important shifts relative to the types of schools which offered separate psychology courses: 1) the greater tendency of public schools over private schools to offer such courses; and, 2) the shift of the status of Catholic schools from last to first among non-public schools to offer such courses. Greater stability of financial support may explain the first of these shifts while the opening up of Catholic school curriculums to include more contemporary content and subject matter may explain the second.

In part, the differences between the 1972-73 and 1974-75 data may also be attributable to two other factors. First, the random selection of non-public schools for inclusion in the more recent survey may have excluded a number of private non-Catholic schools which offered such courses. Second, Catholic schools may have been engaged in the process of expanding their respective curricular offerings at a time when non-Catholic private schools were decreasing their own non required course offerings. Of importance is the fact that five of the six Florida schools which required the psychology course for graduation were Catholic schools. However, with 15 of the 19 Catholic schools surveyed (78.9%) responding to the 1974-75 questionnaire and only 16 of 52 non-Catholic schools (30.8%) responding, these data may only reflect the possibility that parochial school teachers saw more benefit coming to them from the completed, returned questionnaire than did personnel in other types of private school settings.

3. Description of Schools Offering Psychology Courses

As did their counterparts two years earlier, the 179 psychology teachers in 1974-75 taught their courses in schools with dissimilar total school enrollments, racial mixtures, and urban-rural settings. The data collected relative to these school characteristics are reported below.

---

[1] Percentage figures cited here and throughout are based upon the number of respondents who marked the particular item, thus excluding non-respondents. For this reason, a given number of responses may be assigned different percentages according to the total number of respondents who marked that particular item.

(A) School enrollment data

One hundred and twenty-two teachers (68.5%) taught in secondary schools with over 1,000 students enrolled with 97 of these 122 teachers teaching in schools with an enrollment of over 1,500 students. Schools with enrollments of between 501 to 1,000 students ranked second with 26 responses (14.6%); 1,001 to 1,500, third with 25 responses (14.0%): 351 to 500, fourth with 16 responses (9.0%); and, less than 350 students, fifth with 14 responses (7.8%). These 1974-75 data are to be compared to the 1972-73 data which reported schools with over 1,000 students enrolled ranked first with 101 responses (64.3%); 501 to 1,000, second with 25 responses (15.9%); less than 350, third with 22 responses (14.0%); and, 351 to 500 students, fourth with 9 responses (5.7%).

Because information regarding student enrollments were not collected in both surveys using the same categories, efforts to compare the above data may produce misleading conjectures. However, when data are combined to create similar categories for purposes of comparison, the results indicate that a number of schools with less than 350 students in grades 9 through 12 dropped their psychology courses between the 1972-73 and 1974-75 school terms. Conversely, all levels of schools with enrollments of over 350 students tended to add psychology courses with the greatest increase coming in schools with over 1,000 students enrolled. This trend would suggest that smaller schools will continue to drop separate psychology courses from their curriculum while larger schools may continue to add these courses within their already expanded curriculum.

From these data, it would appear that psychology as a separate course offering is more likely to be taught in schools able to provide non-critical and elective courses in addition to their required instructional components (e.g., American History, Americanism vs. Communism, etc.) which continue to operate to restrain the development and offering of psychology courses in small high schools. These enrollment figures may also reflect the impact on the curriculum of schools forced to contend with course offerings based upon F.T.E. funding.

(B) Racial mixture of school enrollments

Of the 178 teachers who indicated the ratio of whites-to-blacks attending their schools, 128 teachers (71.9%)

reported they taught in schools with a racial balance of approximately 80 percent white and 20 percent black.[2] Twenty-eight teachers (15.7%) taught in schools with a 65%/35% white-black ratio; 9 teachers (5.1%) each reported a 35%/65% and 20%/80% white-black ratio; and, 4 teachers (2.2%) reported a 50%/50% ratio. Information received from the 1972-73 teachers revealed that 110 teachers (71.4%) taught in schools with a 80%/20% white-black ratio while 23 teachers (14.9%) taught in schools with a 65%/35% ratio; 7 teachers (4.5%) taught in schools with a 50%/50% ratio; 3 teachers (1.9%) taught in schools with a 35%/65% ratio; and, 11 teachers (7.1%) taught in schools with a 20%/80% ratio.

Comparison of these earlier findings with the latest results is difficult. While some shifting took place in terms of the racial balance of schools which offered the course, the continued efforts to meet HEW and court-ordered guidelines relative to racial mixtures in schools may in part explain the shifts apparent in the data. Many of the schools which offered the course two years previously could have continued to teach psychology, but shifts in student racial population might have changed the ratio of blacks to whites enough to change their response to this particular item. Hence, the differences reported here may be due more to shifts in race ratios within the same schools rather than serving to denote a slight trend towards offering psychology courses in more predominantly black secondary schools.

Contrary to the above interpretation, these data may reflect concerted efforts by individuals in predominantly black schools to introduce separate courses in psychology into their school's curriculum. However, data to be reported later would tend not to support this latter interpretation. These data would lead to the conjecture that while the total number of predominantly black secondary schools offering separate courses in psychology is increasing, the majority of students who enroll in these courses, even in mostly black schools, continues to be white.

(C) Geographical setting of schools

Data relative to the geographical and social settings of the schools offering separate courses in psychology revealed these schools were more often located in suburban (39.3%) than urban (32.6%) or rural (28.1%) areas. Comparison of these data with a similar item included on the 1972-73 survey is difficult because the choices provided the respondents were not identical. A clear majority of the 1972-73 teachers

---

[2] A number of teachers wrote to indicate the ratio was closer to 100%/0% or 95%/5% in their respective schools. All their responses were coded as being closest to the 80%/20% ratio listed on the questionnaire. All other additional responses which were provided by teachers were transformed into the nearest ratio listed for them to check.

(57.8%) reported they taught in secondary schools whose geographical and social setting was urban in nature. Schools in rural settings were a distant second (22.7%) with schools which drew students about equally from both urban and rural settings producing nearly a fifth of the responses (19.5%). How many of the 1972-73 responses would have indicated the "suburban" choice is not possible to compute or even estimate.

One point of interest relative to teacher responses to this item should be brought to the reader's attention. Some teachers in schools located in small towns of less than 10,000 population indicated their school served urban-oriented students while several respondents in towns of over 30,000 population marked the rural option. While it is conceivable that a large town school, especially with massed-bussing might house students from a rural setting, it is highly improbable that a school in a town with less than 10,000 persons would enroll predominantly 'urban' students. None of the schools just described were located near sprawling urban-suburban areas such as Miami, Jacksonville, Tampa, or Orlando.

The responses to this item appear to have been based more upon each respondent's definition of the meaning of the three choices provided, i.e., urban, rural, and suburban, than upon the actual population density of the area served by the particular school. Finally, the nebulous nature of what constitutes an urban center, a suburban area, or even a rural location in terms of specific boundaries or an articulated definition contributes to the discrepancies represented in the responses of these teachers.

4. Other Courses Which Included 'Psychological' Content

Information relative to the identity and frequency of courses or subject areas other than those specifically labeled "Psychology" which contained some 'psychological' content and concepts was obtained. After combining the data from all 227 respondents, the results revealed that 'psychological' subject matter was again being included in a variety of other courses and was still considered important to the understanding and application of content studied within these substantitive areas.

The 95 individuals who responded to this item of the questionnaire identified the following courses as containing psychological subject matter: Sociology (44 responses or 46.3%); Senior Social Studies (38 responses or 48.4%); Child Development (31 responses or 32.6%); Family Life (24 responses or 25.3%); Home Economics (18 responses or 18.9%); Contemporary Issues (13 responses or 13.7%); and, Problems of Democracy (4 responses or 4.2%). The choice labeled 'other' received 16 responses and included such courses as Human Relations (3), Introduction to the Behavioral Sciences (2), Religion (2), and Anthropology, Parapsychology, Social Institutions, Abnormal Psychology, Psychology of Human Sexuality, Moral Guidance, Anatomy and Physiology, Business Education, and Religion and Psychology (1 response each).

Many of the 95 respondents marked two or more of these courses which revealed that several different courses within their curriculums included content which was 'psychological' in nature. The 189 courses identified by these respondents represent a sizeable increase over the number of courses revealed in previous surveys (106 and 140 in 1970-71 and 1972-73, respectively).

The increase reported above continues to follow the trend found in the previous two surveys. Schools and teachers continued to expand their efforts to include at least some psychological subject matter into their course content even when these courses were not immediately related to this discipline field. Hence, teachers were at least introducing more students to psychological concepts and subject matter even when separate courses in psychology were being offered in their school. This pattern of teacher response is especially important in light of the fact that of the 95 respondents identifying other courses which included 'psychological' content, 80 were psychology teachers.

Because few of these teachers taught a full load of psychology classes, these results may well reflect the efforts of these teachers to include psychological subject matter in other courses they themselves taught. Thus, rather than explaining the increase in including psychology in other courses in terms of schools making concerted efforts to incorporate as much 'psychology' as possible into their curriculums to at least expose more students to this discipline of study, a more accurate explanation of these gains may be that these psychology teachers infused their other course assignments with this subject matter content. Yet another plausible explanation is that the respondents who taught the psychology courses may have completed the entire questionnaire more fully than did respondents who did not teach these courses.

In 1970-71 and 1972-73, the respondents also identified other courses which included psychological subject matter. Interestingly, Sociology, Problems of Democracy, Family Life, and Child Development ranked first, second, third, and fourth respectively on both of these earlier surveys. In 1974-75, Senior Social Studies replaced Problems of Democracy for second place among the rankings with the latter dropping from second to seventh (last) place. Meanwhile, Family Life and Child Development switched positions with the latter taking third place.

The shift in these responses and rankings may be explained in the following ways. Because of its growing popularity and because many schools offer it as a sequel to the one-semester course in psychology rather than offering a Psychology-II course, Sociology retained its first place position. Meanwhile, some schools have changed the course title of their senior level general social studies course from Problems of Democracy to Senior Social Studies or Contemporary Issues. Finally, with the increasing shift in many schools towards 'salable' skills for their graduates, schools have begun to shift course offerings from more general course titles such as Family Life and Marriage and the Family to more specific courses and titles like Child Development which include 'field-based' participation in local hospitals, nurseries, and kindergartens. Thus, these changes in rankings among courses including 'psychological' content may be representative of more widespread changes going on inside the curriculums of many Florida secondary schools.

5. Elective or Required Nature of Separate Psychology Courses

When asked whether the separate psychology courses offered at their schools were designated as elective or required courses for students, 173 of 179 teachers (96.6%) selected the former. Only one public school required the course for graduation while five of the 21 private schools (23.8%) offering separate courses required the psychology course for graduation.

These findings are to be contrasted with earlier data that reported 96.8 percent of the 1972-73 teachers and 98.4 percent of the 1970-71 teachers taught in schools which offered elective psychology courses. While five schools required the course in 1972-73 and six schools in 1974-75, the overall percentage of schools requiring the psychology course rose from 3.2 percent to only 3.4 percent in the two year period. Despite the fact that several of the schools responding to the 1972-73 survey did not exist at the time of the 1974-75 survey and that the budgets of many private schools were getting tighter, the finding that private schools were expanding their curriculums enough to include a required course in psychology was unexpected.

One other factor should be considered relative to the status of this course in the secondary school curriculum. The trend in many schools is to allow advanced juniors and seniors to enroll in community college courses while still enrolled in their respective high schools. Some schools allow early graduation and/or early admission to local community colleges and universities. Thus, since their students can enroll in psychology courses at the colleges they attend, these particular high schools do not have to find room in their own curriculums for separate psychology courses. In some cases, these community colleges and universities require the general introductory psychology course for all their students. Hence, what may have been an elective course at their own high school, the psychology course became a required course for these students in their college program. How many students are included in programs like this that affect the status of precollege psychology is unknown.

6. Number of Sections of Psychology Offered in Different Schools

For the first time in three surveys, the teachers were asked to specify the number of sections of psychology they taught each day. The 176 teachers responding to this item indicated they taught a total of 487 classes each day ($\overline{X}$ = 2.77 sections per teacher per day). Nearly a third of the teachers (51 responses or 29.0%) taught only one section each day. Thirty-nine teachers (22.2%) taught two sections with teachers teaching five sections (34 responses or 19.3%), three sections (26 responses or 14.8%), four sections (23 responses or 13.1%), and six sections (3 responses or 1.7%) following in that order.

Ninety teachers (51.2%) taught one or two sections per day while 37 teachers (21.0%) taught five or six sections each day. However, these 90 teachers taught only 129 sections (26.5% of all sections taught) while the 37 teachers totaled 188 sections among themselves (38.6%). These data may also be interpreted as being indicative of the number of sections offered at the various schools. For example, 51 Florida secondary schools offered only one section of psychology to their students, 39 schools offered two sections, and so forth throughout all six levels of course sections.

7. Student Enrollment Data

According to the data reported in the 1970-71 survey report, 19,779 students were enrolled in separate psychology courses which ranged from six weeks to one year in length. This total represented an increase of 12.0 percent over the 1969-70 enrollment of 17,655 students reported by these teachers. During the 1971-72 school year, 24,709 students had enrolled in separate psychology courses with the enrollment increasing to 25,201 students during the 1972-73 school term. The 1971-72 figure represented an increase of 24.9 percent over the 1970-71 student enrollment with enrollment increasing by only 2.4 percent during the 1972-73 school year.

In examining the results of the 1974-75 survey, these data indicate student enrollment continued to increase throughout the 1973-74 and 1974-75 school terms. The returns revealed an increase of 494 students (2.0%) from 1972-73 to 1973-74 with the total enrollment figure at 25,695 students. This total jumped by almost ten percent (9.1%) in the following year as the 1974-75 teachers reported a total of 28,030 students had enrolled in their courses during the school year.

This latest figure represented an increase of nearly sixty percent (58.8%) in student enrollment in the five years between 1970-71 and 1974-75 (See Table 1). The six year enrollment data represent a mean increase per year of 10.0 percent. Using this mean-growth rate as a predictor, the 1975-76 enrollment figure for separate courses in psychology would be 30,833 students.

The findings relative to student enrollment increases appear inconsistent with the figures presented earlier suggesting the total number of schools offering the separate courses had reached a peak or at least had remained constant. The increase in student enrollment data may be interpreted to mean that while fewer schools were adding such courses to their curriculums, the schools currently offering these courses were allowing more students to enroll in them. Data reporting the increased practice of schools of allowing more tenth and eleventh graders to enroll in previously all-senior psychology courses lends support for this interpretation. In other words, fewer schools were offering psychology for the first time while those schools already offering such courses were allowing more non-seniors to enroll in them.

The 21,993 students enrolled in one-semester psychology courses during the 1974-75 school year represent an increase of 26.3 percent over the 17,412 students reported by the 1972-73 teachers. Enrollment for courses of this length during the 1973-74 school year was 18,987 students. The 1974-75 enrollment was nearly eighty percent higher (75.2%) than that reported by the Florida Department of Education in 1968-69 (12,519 students) which included all secondary schools in the state. Were data received from the 111 schools not responding to the latest survey and were this information similar to those data already received, there is no doubt the 'true' 1974-75 enrollment figures for one semester courses would have exceeded the 25,000 mark. Whether taken collectively or just in terms of semester course enrollment, the increase in student enrollment reported by the 1974-75 teachers maintains psychology's position of being one of the fastest growing elective course offerings in the history of Florida education.

These results would also suggest that in general more students within each school are being allowed to enroll in these courses. The gradual but noticeable decline in the total number of students enrolling in year-long courses and the increase in enrollment for courses of shorter lengths would suggest that schools are not only opening these separate psychology courses to more tenth and eleventh grade students but are also offering these courses for shorter periods of time. This interpretation is to be contrasted with the speculation reported in the previous

TABLE 1

Student Enrollment Data for Separate Psychology Courses From 1969-70 and Projected into the 1975-76 School Year

School Year	Total Student Enrollment Reported By Respondents	Enrollment Increase Over Previous Year	Percentage Increase Over Previous Year	Growth Index Using 1969-70 As The Base Year
1969-70	17,655	____	____	1.00
1970-61	19,779	2,124	12.0%	1.12
1971-72	24,709	4,930	24.9%	1.40
1972-73	25,201	492	2.0%	1.43
1973-74	25,695	494	2.0%	1.46
1974-75	28,030	2,335	9.1%	1.59
1975-76[a]	30,833	2,803	10.0%	1.75

[a] These are projected data based upon a mean increase in student enrollment from 1969-70 to 1974-75 of 10.0 percent per year.

monographs which linked the increase in student enrollment with the increase in the number of schools offering separate psychology courses.

8. Descriptive Data Concerning Students Enrolled in Psychology Courses: Teacher Survey

Information concerning the racial mixture, sex, and grade levels of the students enrolled in the psychology courses was obtained.

(A) Racial mixture of psychology classes

One hundred and fifty-one of the 175 teachers responding (86.9%) reported they taught classes which had a racial mixture of approximately 80% white and 20% black. Again, classes with percentages of whites exceeding 80% and approaching 100% would be classified as being within this 80% white/20% black category. The 86.9% is nearly identical to the 1972-73 figure (84.9%) and indicates that after two years, in better than four-fifths of all psychology courses taught in Florida secondary schools, the student enrollment still approximated or exceeded four whites to each black student regardless of the white/black ratio of the total school population. Again as in the 1972-73 findings, the results of this survey concerning other ratios of white/black enrollments in separate psychology courses confirm the likelihood of the white dominance. Twelve teachers (6.9%) indicated they taught classes which approximated a 65% white/35% black student enrollment with 5 teachers (2.9%) indicating a 50% white/50% black ratio. Of the two categories which listed predominantly black student enrollments, i.e., 35% white/65% black and 20% white/80% black, only the latter received responses (7 responses or 4.0%).

In 1972-73, the second most frequently indicated ratio of whites to blacks enrolled in separate psychology courses was the 65% white/35% black category (6.6%), with the 50% black/50% white category third (3.3%) and the 20% white/80% black category fourth (5.3%). In the first study as in the second, no teacher indicated a 35% white/65% black ratio of students enrolled. Eight of the 14 predominantly black schools in 1972-73 taught psychology courses with high percentages of black students enrolled whereas the 1974-75 results indicate that only in 7 of the 18 schools with predominantly black enrollments did the percentage of blacks enrolled in psychology courses exceed that of white enrollment.

Interpretation of the earlier findings suggested that blacks did not perceive psychology as beneficial to their needs or relevant to their lives and interests. It was also speculated that the psychology courses may be one of the last bastions against integration remaining in the curriculum. Still, little information regarding the exact reason(s) blacks do not enroll in these courses is available. Analysis of the results of the student questionnaire regarding the reasons why blacks and whites did enroll in these courses may provide some empirical explanations for this enrollment pattern. (See Appendix B, Table 3B.)

(B) Sex make-up of psychology classes

When data regarding the sexual make-up of the psychology classes were examined, it was found that in over two-thirds of the schools (68.6%), the majority of the students enrolled were females. Thirty-three teachers (19.2%) indicated an approximately balanced classroom while 21 teachers (12.2%) reported a majority of males were enrolled. The 1974-75 figures for female enrollment nearly equalled the 1972-73 findings which indicated a 69.1% female majority. Classes with 'about equal' numbers of males and females appeared slightly more often in 1974-75 (17.1% in 1972-73 compared to 19.2% two years later) with predominantly male classes appearing less often in 1974-75 (13.8% in 1972-73 compared with 12.2% two years later). While the percentages differed between the two years (13.8% and 12.2% in 1972-73 and 1974-75, respectively), the same number of teachers, 21, reported predominantly male class enrollments for their courses.

Even after two years of exploration and questioning, there is still no prevailing explanation as to why females dominate the enrollments in these separate psychology courses. Whether the reasons are related to the academic levels of these courses, their psycho-social-emotional content, their interest-appeal for females, or their availability to females while males are required or encouraged to take other courses, e.g., study hall, shop, varsity sports, etc., are unknown. However, all of these reasons are plausible explanations for the discrepancy in the female-male enrollments in these courses. Information to be reported later in this monograph concerning the analysis of the student survey according to the sex of students may shed some light on this issue. (See Appendix B, Table 3B).

(C) Grade level of students in psychology courses

Information pertaining to the grade level of the students enrolled in the courses was obtained. No school offered separate psychology courses for only ninth, tenth, or eleventh grade students while 31 schools (17.8%) opened their courses to just twelfth graders. The remaining schools offered psychology to students of different grade levels with the grade combination of eleventh and twelfth the most popular with 104 schools (59.7%) and the combination of tenth through twelfth a distant second (36 schools or 20.7%).

In 1972-73, psychology courses open to only ninth graders or only tenth graders were offered at only one school each. Three teachers (1.9%) indicated their courses were open to just eleventh graders while 47 (30.1%) reported courses open only to twelfth graders. The grade combinations which received the most responses from these 158 teachers were the eleventh-twelfth grade combination (69 responses or 44.2%) and the tenth through twelfth grade combination (33 responses or 21.2%). The ninth through twelfth grade combination received only two responses (1.3%). In 1970-71, no school offered the course to just tenth graders while one school each offered psychology to only ninth graders and only eleventh graders. In addition, no school opened the course to ninth through twelfth graders while 18 schools (14.0%) offered the course to tenth through twelfth graders. Courses enrolling just twelfth graders or eleventh and twelfth graders combined were found in 84.4% of the schools in 1970-71, 74.3% of the schools in 1972-73, and 77.5% of the schools in 1974-75.

The movement of schools towards making the separate psychology course a junior-senior course offering is apparent in these data. The separate courses, which seemed likely from the 1972-73 data, leveled itself in the 1974-75 returns. Whereas in 1970-71, 14.0% of the courses were open to sophomores, in 1972-73 this proportion rose to 21.8% before dropping to 20.7% in 1974-75.

These figures suggest that Florida schools were making an effort to prevent the psychology course from becoming solely a twelfth grade elective course offering. The inclusion of more eleventh grade students and of some tenth graders into the separate psychology courses represents a definite shift toward a more multi-grade curriculum offering rather than retaining the more traditional single-grade course. The speculation reported in the 1973 monograph that psychology seemed to have been seeking its proper place in the precollege curriculum may have been a correct one. It appears the high school psychology course will continue to enroll primarily eleventh and twelfth graders with about one out of every five or six schools also opening up the course to tenth graders.

These data support the conjecture that psychology as a course offering continues to compete with sociology, problems of democracy, and other behavioral and social science and mini-course offerings for the attention of twelfth graders.

Similarly, the trend towards allowing seniors to take college courses or to become early admits to local community colleges has deprived many senior high schools of their more able students who in the past elected the psychology course to fill their senior-year schedules. This development may have lead (or forced) several schools to open their formerly all senior psychology courses to eleventh or tenth and eleventh grade students.

Those interested in increasing the number of psychology course offerings might well focus their efforts on developing courses and instructional materials for more tenth and eleventh graders. However, since typical ninth and tenth grade course offerings for the social studies are less established in tradition, convention, and law than American History, Consumer Education, and Americanism vs. Communism, these grade levels provide fertile territory in which to experiment with such courses and materials. The movement in Florida's larger secondary schools towards one-quarter and one semester length mini-courses at all grade levels offers yet another framework in which educators interested in psychology can design and test curriculums and materials.

9. Descriptive Data Concerning Students Enrolled in Psychology Courses: Student Survey

Teacher data relative to class characteristics could also be examined in light of the information collected from the 1,215 students who were surveyed. Being randomly selected, these student responses represent a cross-sampling of students and classes across Florida. Included in the student questionnaire were five items designed to gather descriptive data relative to the sex, race, age, and grade level of each respondent. Information was also collected as to the grade each student earned in the psychology course for the previous grading term. A summary of the 1,215 student responses regarding these data is presented below (See Table 2 and Appendix B, Table 1B).

(A) Race of students enrolled in psychology courses

When these data were analyzed according to the race of the students enrolled in these courses, the results were consistent with previous teacher responses. Of the 179 teachers, 163 had reported heavy white enrollments in the separate psychology courses. This high figure for white enrollment was supported by the student returns. An overwhelming majority of the students, 1067 students or 88.1% were white. Black students numbered 110 responses (9.1%) while 'other' students numbered 34 responses (2.8%). These 'other' students were primarily Cubans, Spanish-speaking persons, and/or Chicanos who designated these labels as being appropriate for describing their 'race.' While technically 'white,' these students were permitted to retain their 'other' classification for purposes of data analysis.

TABLE 2

Crosstabulation of Descriptive Data Pertaining to the 1,215 Florida Secondary School Students Who Responded to the 1974-75 Psychology Survey: The Percentage Figures[a]

	SEX		RACE			GRADE LEVEL				AGE LEVEL				
	Males	Females	Whites	Blacks	Others	9th Grd	10th Grd	11th Grd	12th Grd	14 Yr Olds	15 Yr Olds	16 Yr Olds	17 Yr Olds	18 Yr Olds
Males	41.4	----	35.9	4.0	1.6	.2	.5	11.4	29.1	.1	.2	5.4	17.9	17.6
Females		58.6	52.3	5.0	1.2	.3	1.8	19.8	36.9	.2	.7	11.5	27.9	18.5
Whites			88.1	----	----	.5	2.2	28.8	56.6	.2	.8	16.0	41.0	30.1
Blacks				9.1	----	.1	.0	2.0	6.9	.1	.0	.8	3.8	4.4
Others					2.8	.0	.1	.2	2.5	.0	.1	.1	1.0	1.6
9th Grade						.6	----	----	----	.3	.1	.1	.1	.1
10th Grade							2.3	----	----	.0	.8	1.3	.1	.1
11th Grade								31.1	----	.0	.0	14.6	14.9	1.8
12 Grade									66.0	.0	.0	.9	30.8	34.1
14 Year Olds										.3	----	----	----	----
15 Year Olds											.9	----	----	----
16 Year Olds												16.9	----	----
17 Year Olds													45.8	----
18 Year Olds														36.1

"A" Grades - 26.3%
"B" Grades - 37.4% 63.7%
"C" Grades - 23.4% 87.2%
"D" Grades - 8.7% 95.9%
"E/F" Grades - 4.1% 100.0%

---

[a] Distortion in the total percentage figures is due to the fact that student "No Response" data were not picked up in the crosstabulation procedure.

Taking the 88.1% figure for whites in the total student population, then 24,694 white students enrolled in psychology courses during the 1974-75 school year. The 9.1% for blacks would convert to approximately 2,551 black students enrolled in these courses. The typical white student was female, in the twelfth grade, and 17 years old. Similarly, the typical black student was female, in the twelfth grade, but 18 years old. The typical 'other' student was a Spanish-speaking male, in the twelfth grade, and 18 years old.

(B) Sex of students enrolled in psychology courses

Although 118 of the 179 teachers indicated their classes consisted of a majority of females, no data were previously available regarding the percentage of females enrolled in these psychology courses. As expected from the teacher data, females did make up a majority of the student population sampled in the 1974-75 survey. Nearly 60 percent of the students (710 students or 58.6%) were female with the remaining portion being males (501 students or 41.4%). If these percentages are an accurate indication of the female-male ratio in separate psychology courses, then of the 28,030 students enrolled in Florida secondary school psychology courses during 1974-75, 16,426 were females.

Combined with other available data, a composite description of the 'typical' female and male student can be developed. The typical female psychology student was white, in the twelfth grade, and most likely 17 years of age. The typical male students was white, in the twelfth grade, and equally likely to be 17 or 18 years of age. The chances are very good that both students received a letter grade of "A" or "B" for the last grading period.

(C) Grade levels of students enrolled in psychology courses

According to the 1974-75 teacher survey results, 131 of the 179 schools offering separate psychology courses opened these courses to just twelfth graders or to eleventh and twelfth graders combined. Only 39 schools opened these courses up to tenth graders while 3 other schools allowed ninth and/or tenth graders to enroll in these courses with special permission. The student results support the teacher data which had indicated a large senior population in these courses. When the student responses were analyzed, the findings revealed that two-thirds of the 1,215 students (795 students or 66.0%) were seniors, with juniors (375 students or 31.1%), sophomores (28 responses or 2.3%), and freshmen (7 responses or .6%) following in that order. These data suggest that while some 42 schools allowed tenth graders to enroll in their psychology courses, very few tenth graders actually enrolled in these courses.

At all grade levels, the typical student was a white female. As one would expect, as the level of the grade rose, so the age level of the students increased with ninth graders primarily 14 years of age, tenth graders primarily 16 years of age, eleventh graders evenly divided between 16 and 17 years of age, and twelfth graders nearly equally divided between 17 and 18 years of age. In summary, 64.9% of these students were 17 or 18 year old seniors.

(D) Age levels of students enrolled in psychology courses

No previous data were collected relative to the age of the students who enrolled in psychology courses at this level. The closest approximation of age would have had to come from an estimation based upon the grade level of these students. The results of the student survey revealed that nearly one-half of all students enrolled in these psychology courses were 17 years old (552 students or 45.8%). Eighteen year old students (435 students or 36.1%) made up the second most numerous age category with 16 year old students (204 students or 16.9%) third, 15 year old students (11 students or .9%) fourth, and 14 year old students (3 students or .3%) fifth. Collectively, 81.9% of the psychology students surveyed were 17 or 18 years of age. The typical 17 year old psychology student was a white female in her senior year of high school. The typical 18 year old student was white, a senior, and equally likely to be either female or male.

(E) Academic grades received by students enrolled in psychology courses

Each student was also asked to identify the grade s/he received in the psychology course for the previous grading term. Over a third of all grades given by the 24 teachers of these 1,215 students were "B" grades (444 responses or 37.4%). "A's" were the second most received grades (312 responses or 26.3%), with "C's" third (278 responses or 23.4%), "D's" fourth (103 responses or 8.7%), and "E's/F's" fifth (49 responses or 4.1%). Twenty-nine students failed to indicate their grade letter for the previous term.

Cummulatively, nearly two-thirds of all grades received by these psychology students were either "A's" or "B's" (63.7%) while "A" through "C" grades accounted for 87.2 percent of all grades received by these students. "D" and "E/F" grades were received by 12.8 percent of these psychology students. In other words, for every one student who received a "D" or "E/F" in psychology, five students received either an "A" or "B." These data were not examined to determine which sex, race, age level or grade level of students received these letter grades.

(F) Summary of student descriptive data

At this time, a composite description of the 'typical' secondary school psychology student can be finalized. She is a white, 17 year old senior student enrolled in a school of over 1,000 students. Her class of approximately 30 students includes 16 white females, 11 white males, 2 black females, and 1 black or Spanish-speaking male. The majority of her classmates are 17 or 18 year old seniors with a few juniors also enrolled. Of the 30 students, about 20 received "A's" or "B's" last grading term and our 'typical' student was among this group of 20 students.

10. Popularity of the Psychology Course

Much has been written on the popularity of the psychology course among high school students. Previous surveys revealed that Florida students were no different than students from other states in terms of liking psychology. The reported demands of students for such courses and the growing numbers of students enrolling in these courses attest to this popularity.

When the teachers of these courses were asked whether students at their schools perceived the psychology course as a popular one to take, 92.8% of the teachers answered in the affirmative. Only 12 of the 166 teachers responding to this item indicated the course was not a popular one to take at their school. While exceptionally high, the 1974-75 percentage figure of 92.8 is lower than the 93.8% reported in 1972-73 and even lower than the 94.5% reported two years earlier. According to these figures, student enrollment during this six-year period showed a rapid increase from 19,779 students in 1970-71 to 28,030 students in 1974-75 (a 41.7% increase) while the teachers perceived the course as simultaneously growing "less popular" with the students who enrolled in these courses.

When the psychology teachers were asked whether student demand for and enrollment in psychology courses increased, decreased, or remained about the same over the past two or three years, over two-thirds (67.3%) indicated an increase. Sixty-three teachers (40.4%) indicated the increase was sharp with 42 teachers (26.9%) reporting a slight increase. Twelve teachers (7.4%) reported a decrease in student demand and enrollment. These data are consistent with information collected on prior surveys which found 65.2% of the teachers in 1970-71 and 63.5% in 1972-73 had indicated an increase in student demand and enrollment in the course over the previous two or three years. Also, the percentage of teachers who reported a leveling off of student demand and enrollment had remained relatively constant across these two earlier surveys (27.0% in 1970-71, 27.7% in 1972-73, and 25.0% in 1974-75).

The findings relative to student demand for and enrollment in psychology courses must be interpreted with caution. Part of this caution is due to the nature of the questionnaire item, i.e., the item is a poor one. It is conceiveable for student demand for psychology courses to be independent of their ability to enroll in such courses. In fact, several respondents who reported large decreases in student enrollments between 1973-74 and 1974-75 indicated that student 'demand and enrollment' had actually increased sharply over the same two or three-year period. In other instances, teachers who reported increases of over 100 students in one year's time also indicated a slight decline or a leveling off of student 'demand and enrollment.' Apparently, some teachers were considering demand and enrollment concurrently while others considered 'demand' more important while still others rated 'enrollment' as the most important aspect of this item. Thus, how one most accurately interprets these particular data is uncertain. Needless to say, this item will not be included in future surveys.

11. Academic Preparation of Psychology Teachers

(A) Certification areas of psychology teachers

Information pertaining to the subject area of certification and college course preparation of psychology teachers was sought. Maintaining the high level established by previous surveys, social studies certificates were held by 146 of the 170 teachers (85.9%) who indicated their certification area. This 85.9 percent figure compares to 86.5 percent of the teachers in the 1972-73 survey and 71.9 percent in the 1970-71 survey who indicated they were certified in the broad area of social studies. Again, guidance and counseling certificates claimed second place among the respondents with 10 responses (5.9%) compared to the identical ranking for both earlier surveys (10.9% and 15.5% in 1970-71 and 1972-73, respectively). During the 1974-75 school term, three administrators (1.8%) taught the course as did one teacher who held a science certificate (.6%). Two years previously, four administrators (2.7%), four science teachers (2.7%), and six home economics teachers (4.1%) taught the separate course in psychology in their schools.

The above data must be approached with some caution. A major difference existed between the wording of the 1972-73 and 1974-75 questionnaires which may have lead to some differences in the responses to this item of the questionnaire. Whereas the 1972-73 survey asked respondents to check from a list provided the areas of certification they held, the 1974-75 question requested respondents to indicate only that certification area they were currently operating under in their present position. Hence, while several of the 1972-73 teachers indicated multiple certification areas, the 1974-75 teachers selected only one area each. Reading the data within this framework, the figures seem to indicate that while in some schools individual psychology teachers were found within the home economics, science, and guidance and counseling departments, the social studies department continued to be responsible for offering and staffing the majority of psychology courses on the precollege level.

As in previous surveys, a few respondents indicated they held certificates in areas other than those specifically identified in the questionnaire. When the responses of these ten teachers were examined, the results revealed that these psychology teachers held certificates in Psychology (4 responses), Religion (2 responses), and Physical Education, Business Education, English, and Speech (1 response each).

A number of the 1972-73 teachers also indicated they held certificates in other curriculum areas. Their responses revealed these teachers held certificates in Language Arts (5 responses), Foreign Languages (3 responses), and one each in Physical Education, Library Science, Journalism, Mathematics, Bible, Elementary Education, and Theology. These 'other' responses provided additional support for the statement that psychology teachers come from diverse backgrounds and possess very different content area training.

Even though the period from 1972 to 1975 saw the adoption in Florida of requirements for specific certification for teaching secondary school psychology, still, in Florida as in most states, a teacher could (and can) teach psychology courses at this level without having had a psychology or educational psychology course, minor, or major in college. For many of these teachers, the educational psychology course(s) they enrolled in during their professional preparation sequence in their undergraduate programs was all the college course preparation they had received in this area. A consideration of the overwhelming number of social studies teachers who teach the course may eventually result in a move among state certification personnel to include psychology within the broad area of social studies certification rather than allowing it to retain its independent status or combining it with anthropology and sociology to form a 'behavioral science' certification area.

Of the 58 teachers who indicated their approach to the course was "behavioristic," 53 (96.4%) revealed they were certified in the area of the social studies. One indicated a science certification area and another indicated an 'other' area of certification. Of the 98 teachers who indicated their approach was "humanistic," only 75 (78.1%) revealed their certification area was the social sciences. Nine (9.4%) indicated they were certified in guidance and counseling. Three others (3.1%) indicated their current certification area was administration. The finding which revealed the greater proportion of behavioristic teachers held social studies certificates was unexpected.

(B) Credit hours earned in psychology on the college level

In analyzing the number of semester hours the 179 teachers had accumulated in psychology and educational psychology courses at both the graduate or undergraduate levels, the results revealed these teachers averaged 21.8 hours of college course preparation (See Table 3). The amount of their college preparation ranged from zero to 80 semester hours with a mode of 12 hours of college psychology. These data indicate that the 1974-75 teachers were generally less trained than either the 1972-73 or the 1970-71 psychology teachers (mean of 25.1 and 22.7 semester hours, respectively). While the 1974-75 teachers were similar in range to the 1972-73 teachers (0-80 hours and 0-75 hours compared to the 0-90 hours for the 1970-71 teachers), they were identical with the 1970-71 teachers when their modes were compared (12 hours for the 1974-75 and 1970-71 teachers contrasted with 24 hours listed for the 1972-73 teachers).

Whereas the findings revealed by the 1972-73 survey led to the speculation that the psychology teachers had indeed obtained the additional psychology course training they indicated they needed two years previously, the more recent data would suggest that many of the individuals who taught the course in 1974-75 had not taught it before and that these new teachers were less prepared in college psychology coursework than were their predecessors. If this conjecture is true, then these data may reflect either a high mobility or equally high mortality rate among psychology teachers on the precollege level. Experiences reported to this author in the past few years as well as situations this author has himself experienced in reference to opposition to the teaching of such topics as Freud, behavioral modification, and aspects of interpersonal relations lend some support in favor of the mortality option as an explanation for the influx of new individuals into this curriculum area. The decline in the mean number of college course hours is even more remarkable in light of the fact that the number of teachers with no college psychology courses dropped from 15 reported in 1972-73 to 11 two years later. Both of these figures are higher than the 7 recorded in 1970-71.

(C) Level of college training completed by the psychology teachers

As in the results reported two years previously, one-third (59 responses or 33.9%) of the 1974-75 teachers who

TABLE 3
Comparative Data Regarding the Number of Semester Hours in Psychology and Educational Psychology Courses These Psychology Teachers Have Earned During Their Academic Preparation

	1970-71 Teachers	1972-73 Teachers	1974-75 Teachers
Range of Hours	0-90	0-75	0-80
Total Number of Hours	2,911	3,966	3,909
Mean Number of Hours	22.7	25.1	21.8
Standard Deviation	N.A.	N.A.	14.9
Number of Teachers	128	158	179
Mode (Hours)	12	24	12
Number of Teachers at Mode Level	14	13	17
Number of Teachers with Zero Hours	7	15	11

responded to the item indicating the level of their college training reported they held a masters degree. Nearly thirty percent (29.3% or 51 responses) of the teachers had completed work beyond the bachelors degree level without completing a masters program. Four teachers (2.3%) had earned the specialist and 2 (1.1%) the doctoral degree. The greatest changes between the degree levels of the psychology teachers occurred at the premasters degree level. The 1974-75 teachers were less likely to have stopped at the bachelors degree level (19.5% compared to 24.7%) and more likely to continue beyond the bachelors degree level (29.3% compared to 22.7%) than were their 1972-73 counterparts. The exact same percentage of psychology teachers (33.9%) had earned masters degrees for the two years covered by this particular item. Contrasted with the 75.3 percent indicated by the 1972-73 survey, the latest results revealed that 80.5 percent of the teachers in 1974-75 had completed college course work beyond the bachelors degree level.

Despite the tendency of the 1974-75 psychology teachers to complete higher levels of college training, the data regarding a decline in the mean number of psychology course credit hours would suggest that for most teachers this additional training did not include course work in psychology or educational psychology.

(D) Teachers' attitudes towards their college preparation

Of the 179 teachers, 169 responded to the questionnaire item regarding their attitudes about their college course preparation. A vast majority of the teachers (136 or 80.5%) reported they felt they had had enough college course preparation to teach psychology adequately in their respective secondary schools. Thirty-three teachers (19.5%) felt less confident about their college preparation and reported they did not consider their background adequate enough for teaching the course. Interestingly, the 1974-75 teachers felt more adequate about their college preparation than did their 1972-73 counterparts (80.5% compared to 75.6%) even though they had less college course training in psychology as revealed by the mean number of credit hours earned in college in the area of psychology (21.8 hours compared to 25.1 hours).

The increase in adequacy felt by the 1972-73 teachers over the 1970-71 teachers had been explained in terms of the greater quantity of college course preparation they had received over their 1970-71 counterparts. At that time it seemed reasonable to assume that greater amounts of college course work would create a feeling of potency and adequacy. Why the 1974-75 teachers with less earned college course work in psychology would feel more adequate to teach the secondary school psychology course is unknown. One possible explanation involves the age-old argument regarding quantity versus quality of college course work--an argument not to be explored here.

A second interpretation suggests that these less qualified teachers may have included less content and more process and individually-oriented activities into their classroom units. Instructional units similar to those just described would require less content training on the part of these teachers, and, unless problems arose, would allow those teachers to perceive the on-going activities as being adequate for the psychology course on this level. In other words, if the courses were judged successful by the teachers who taught them, then these teachers would believe that the amount of their college preparation was adequate for teaching psychology on this level.

12. The 'Humanistic - Behavioristic' Biases of Psychology Teachers

Much controversy has been raised as to whether precollege psychology courses are or ought to be 'behavioristic' or 'humanistic' in their content and/or approach. Interested individuals have long warned against approaches emphasizing the "hard sciences" while others have been equally energetic in their attacks against "life adjustment" and "soft psychology" orientations for these courses. The 1974-75 teachers were asked to identify whether the approach they took towards their psychology courses tended to be 'behavioristic' or 'humanistic' in orientation. Definitions for the terms were not provided the respondents.

Contrary to the 1972-73 findings, an overwhelming number of teachers, (98 teachers or 56.6%), indicated their approach was humanistic in nature. Fifty-eight teachers (33.5%) indicated their approach was behavioristic in nature. Of the 152 teachers who responded to this item in 1972-73, 80 (52.6%) reported their approach was behavioristic and 59 teachers (38.8%) indicated a humanistic approach. Approximately eight percent of the respondents in both surveys refused to lean either way and wrote in "both" or "eclectic" creating a third category of responses to this item. In addition, three respondents to the latest survey (1.7%) specifically indicated they "would not make a choice" between the behavioristic-humanistic options.

The fact that a majority of the 1974-75 teachers indicated their approach tended to be more humanistic than behavioristic ran counter to what was found two years previously but was consistent with what had been expected both in 1972-73 and in 1974-75. The strong social studies background of these psychology teachers suggested a humanistic or at least a 'less-scientific' approach to the content and instructional objectives stressed in these classes. However, the fact that more behavioristic teachers than humanistic teachers held social studies certificates weakened the base from which this assumption had been formed. Whether the shift from behaviorism in 1972-73 to humanism in 1974-75 was the result of the addition of new teachers teaching these courses or a change in approaches used by the same teachers across school terms has not been determined. Data reporting an influx of new teachers into this area of the curriculum may also suggest the increase in the total number of humanistic teachers is due primarily to the addition of newer personnel to the ranks of psychology teachers.

13. Objectives Set for Psychology Courses

One way of describing the nature of a curriculum course offering is to identify the goals and objectives set for the course by its teachers.

(A) Objectives the 1974-75 teachers set for their courses

In the 1974-75 survey, teachers were asked to identify the objectives they set for the psychology courses they themselves taught. A list of 12 objectives were provided on the questionnaire as was an invitation to add other objectives if those provided were inconsistent with the objectives they set (See Appendix B, Table 2B). Nearly all of the teachers who responded to this item indicated that more than one objective was set for their courses (Mean of 7.93 objectives).

The three objectives ranked highest by the teachers were: a) *to help students understand and deal with their personal problems* (162 responses or 92.6%); b) *to help students better understand and accept themselves as individuals* (154 responses or 88.0%); and, c) *to assist students in adjusting to life and solving life's problems* (149 responses or 85.1%). The three objectives ranked last among the 12 listed were: a) *to help students in their vocational planning* (44 responses or 25.1%); b) *to assist students in understanding the vocabulary associated with psychology* (101 responses or 57.7%); and, c) *to prepare students for college psychology courses* (102 responses or 58.4%).

Other objectives set for the course and identified by these teachers in the "other" category of this item were: to assist students understand some of the motivations behind behaviors, to help students become aware of influences on one's behavior, to help students cope with sexual development, to help students develop accurate self images, to improve interpersonal relationships, to give students an appreciation of the behavioral sciences, to prepare students for college courses in humanistic psychology, and to understand the dynamics of the fully functioning person.

TABLE 4

Comparison of Rankings for Course Objectives Between the 1972-73 and 1974-75 Psychology Teachers and Students Enrolled in the 1974-75 Psychology Courses[a]

Objectives	1972-73 Teacher Response			1974-75 Teacher Response			1974-75 Student Response		
	F	%	R	F	%	R	F	%	R
A) Understand personal problems	105	66.8	5	162	90.5	1	628	51.7	1
B) Understand myself as an indiv.	91	57.9	9	154	86.0	2	555	45.7	3
C) Assist in life adjustment	126	80.2	2	149	83.2	3	561	46.2	2
D) Assist developmt phil. of life	101	64.3	6	121	67.6	4	429	35.3	7
E) Cope with adolescence	132	84.0	1	120	67.0	5	285	23.5	9
F) Apply psychologycal knowledge	124	78.9	3	113	63.1	6.5	512	42.1	4
G) Assist future fam. planning	83	52.8	10	113	63.1	6.5	438	36.0	5
H) Develop apprec. for psych.	115	73.2	4	111	62.0	8	376	30.9	8
I) Eliminate misconcptns abt psy	99	63.0	7	109	60.9	9	223	18.4	11
J) Prep for college psy courses	56	35.6	11	102	57.0	10	434	35.7	6
K) Understand vocabulary of psy	95	60.5	8	101	56.5	11	202	16.6	12
L) Assist in vocational planning	31	19.7	12	44	24.6	12	224	18.4	10
M) Other	25	15.9	13	19	10.6	13	197	16.2	13

$\bar{X} = 7.49$ (N=158) $\bar{X} = 7.93$ (N=179) $\bar{X} = 4.17$ (N=1,215)

[a] Percentages based upon all possible respondents, not just those who responded to this item.

$\underline{r}_s(12) = .51$, $\underline{p} < .05$: Correlation between 1972-73 and 1974-75 psychology teachers
$\underline{r}_s(12) = .79$, $\underline{p} < .005$: Correlation between 1974-75 psychology teachers and students

(B) Comparison of objectives between the 1972-73 and 1974-75 teachers

Interestingly, when the results of the 1972-73 survey relative to the course objectives were compared to those of the 1974-75 data, the rankings were relatively similar $(r_s(12) = .51,\ p < .05)$.[3] The objectives ranked first, second, and third by the 1974-75 teachers were assigned the rankings of fifth, ninth, and second respectively by the 1972-73 teachers (See Table 4). The three objectives which received the most support among the 1972-73 teachers were: a) *to help students cope with problems associated with emerging adolescence* (132 responses or 84.0%); b) *to assist students in adjusting to life and solving life's problems* (126 responses or 80.2%); and, c) *to apply psychological knowledge in order to understand contemporary social problems and events* (124 responses or 78.9%). These three objectives were ranked fifth, third, and sixth respectively by the 1974-75 teachers. However, both groups of teachers tended to agree on the least appropriate objectives among those listed for their courses. Both groups listed the vocational planning objective last. They also listed the objective of *preparing students for college psychology courses* among the next to last objectives for the 12 objectives listed. But, while the 1974-75 teachers selected *the understanding of the vocabulary of psychology* objective in eleventh position, their 1972-73 counterparts ranked this same objective eighth.

Among other objectives identified by the 1972-73 teachers for their psychology courses were the following: to help students accept others on equal terms; to help students become reasonably happy, reasonably successful, reasonably adjusted viable citizens; to introduce students to psychology as a true behavioral science; to provide students with the opportunity to understand and accept their development; to enable students to better understand man as he behaves in literature, history and the contemporary world; to teach the students to understand the types and causes of human behavior; and, to help the students understand his complete being--Body, Mind, and Spirit. Apparently skeptical of the value of psychology courses on the precollege level, one respondent listed as the objective for these courses "to supply another elective which looks good on paper!"

In reviewing the objectives specified for the 1972-73 psychology courses, they appeared to have emphasized general "life adjustment" and "mental health" objectives while they de-emphasized preparation for career, college, and family life activities. While placing emphasis on personal life adjustment, these teachers sought to include some content base upon which to operate, e.g., their third ranked objective concerned itself with the application of psychological knowledge.

---

[3] The correlation coefficients for this and all other data were computed following the Spearman Rank-Correlation Coefficient (r_s) procedure.

This content base was all but eliminated by the objectives emphasized by the 1974-75 teachers. The 1974-75 teachers' first four objectives dealt totally with personal, individual life adjustment concerns with their fifth ranked objective geared to helping the adolescent cope with this stage of life development. It is not until their sixth-ranked objective does something approaching psychological subject matter content enter the picture. Whereas the 1972-73 teachers tended to de-emphasize content subject matter among their highest priorities of objectives, the 1974-75 teachers made the de-emphasis complete.

If these data are an accurate description of the objectives set for these courses, the fear of some scientifically-oriented psychologists concerning the "watering down" or "softening up" of the precollege psychology course appears to have been realized. In short, these rankings suggest teachers were assisting students to cope with and adjust to life situations without providing them an adequate foundation of accurate psychological information from which they could make sound decisions. For 'humanistic' teachers, these objectives may reflect an approach of sharing ideas about oneself and one's problems rather than of making an effort to assist individual students to gain accurate information about one's self and to use knowledge to cope with and adjust to life situations. Among 'behavioristic' teachers, these objectives may reflect an approach of telling students what they ought to know without providing them with the opportunity to discuss what it is they do know or to relate this knowledge to their personal life.

Two additional aspects of these findings must be mentioned to prevent these data from being misrepresented. First, the 1974-75 objectives were set by teachers with less academic course preparation than their 1972-73 counterparts. In many cases, these teachers had earned less than 12 hours of college credit in psychology including their educational psychology courses. To what extent the objectives emphasized were more a reflection of the lack of training than a real orientation towards these objectives is uncertain. Secondly, the rank order procedure followed in this comparison tends to distort the data. For example, the first ranked objective among the 1972-73 teachers received 84.0 percent of the responses while 67.0 percent of the 1974-75 teachers checked this same objective as one they set for their course. However, an objective selected by 84.0 percent of the 1974-75 teachers would have ranked only third among the 12 objectives listed.

Similarly, while one-fourth of the 1974-75 teachers (25.1%) and one-fifth of the 1972-73 teachers (19.7%) checked the objective of assisting students with their vocational planning, both groups ranked this objective last among 12 objectives listed. And, although they understressed content-oriented objectives, the 1974-75 teachers stressed slightly more objectives than did their 1972-73 counterparts (a mean of 7.93 compared to a mean of 7.49 objectives). Hence, the "watering down" effect mentioned previously may not be as serious as one might speculate upon a cursury inspection of these data.

(C) Reasons why students enrolled in psychology courses

For the first time in the six year span covered by this study, students were surveyed as to the reasons why they enrolled in psychology courses. The questionnaire provided the students with the twelve objectives listed on the teacher questionnaire except that the objectives were rewritten to emphasize the viewpoint of the student respondent. For example, where the teacher questionnaire objective would begin by the phrase "to assist students...," the student-oriented item would begin "to help me...." With this conversion, one could determine how compatible teacher objectives for the course were to those reasons students enrolled in these courses. Ideally, they would be very similar. As with the teacher survey, students were allowed to write-in additional objectives if those cited were not sufficient or appropriate. (See Table 4, also see Appendix B, Table 3B).

The three objectives most cited by the 1,215 students were: (a) to help me understand and deal with my own personal problems (628 responses or 51.7%); (b) to assist me in adjusting to life and solving life's problems (561 responses or 46.2%); and, (c) to help me better understand myself and to accept myself as an individual (555 responsee or 45.7%). These three objectives were the same three identified by the teachers as their major objectives in teaching the psychology course. The 179 teachers ranked these objectives first, third, and second, respectively. While they agreed on the top three objectives, the teachers and students did not agree as closely on the lesser important or secondary objectives for teaching and for taking the course. The three bottom ranked objectives identified by the students were: (a) to assist me to understand the vocabulary of psychology (202 responses or 16.6%); (b) to help me eliminate many of my misconceptions about psychology and psychologists (223 responses or 18.4%); and, (c) to help me in my vocational planning (224 responses or 18.4%). These same three objectives were ranked eleventh, ninth, and twelfth, respectively, by the psychology teachers.

The 'other' reasons students cited for enrolling in their psychology courses tended to fall into two very broad categories; one related to gaining some understanding of psychology with the second related to taking a course within their high school curriculum's course offerings. Among the reasons identified with the first category of responses were: to better understand people (13 responses); to understand why people do some of the things they do (8 responses); because I'm interested in psychology (8 responses); and, to learn why people have the problems they have, to understand what makes people so different, to understand why people hurt or help others, to understand human peculiarities, and to help me find myself in life (1 response each). Included in the second category of responses were the following reasons for enrolling in these psychology courses: it sounded interesting (17 responses); to earn a credit or I needed another course (11 responses); it was the only course available at the time (10 responses); to see what psychology was all about (9 responses); I was placed in it even though I didn't want it, it was recommended to me by a friend, and I heard it was easy (3 responses each); and, I liked the teacher, for the fun of it, and because my friends were taking it (1 response each). In review, the most frequent other reasons students cited for enrolling in the psychology course were connected more with school curriculum concerns than with reasons related to positive aspects to be derived from studying and understanding psychological content and subject matter.

An examination of the rankings assigned these objectives by the teachers and students revealed a correlation of .79 ($\underline{p} < .005$). This figure indicates that students enroll in psychology classes for reasons very similar to reasons (objectives) teachers cite for offering these courses. The level of agreement between teachers and students is even more noteworthy when one realizes that the agreement between the 1972-73 and 1974-75 teachers as to the rankings on these same objectives was only .51 ($\underline{p} < .05$). Although statistically significantly similar, the somewhat low level of agreement between the 1972-73 and 1974-75 teachers provides some evidence to support the conjecture that these two groups of teachers were not made up of the same individuals.

(D) Objectives identified by 'behavioristic' and 'humanistic' teachers

In addition to the data already provided, the teacher results were analyzed according to the approach the respondents took towards their courses (See Table 5). When the objectives identified by the 58 behavioristic and 98 humanistic teachers were ranked and correlated, the agreement between their rankings was found to be .66 ($\underline{p} < .02$). When their

TABLE 5

Comparison of Rankings for Course Objectives Between the Behavioristic and Humanistic Teachers[a]

Objectives	Behavioristic Teachers			Humanistic Teachers				
	F	%	R	F	%	R	X^{2b}	p
A) Understand personal problems	50	86.2	1	92	93.9	1	1.77	.18
B) Understand myself as an indiv.	47	81.0	2	89	90.8	2	2.31	.13
C) Assist in life adjustment	44	75.9	3	88	89.8	3	4.42	.04*
D) Develop apprec. for psychology	40	69.0	4	56	57.1	9	1.68	.19
E) Prep for college psych courses	36	62.1	5	50	51.0	11	1.38	.24
F) Assist developmt of phil of life	35	60.3	7.5	72	73.5	4.5	2.34	.13
G) Cope with adolescence	35	60.3	7.5	72	73.5	4.5	2.34	.13
H) Eliminate misconcpts abt psy	35	60.3	7.5	61	62.2	7.5	.00	.95
I) Apply psychological knowledge	35	60.3	7.5	61	62.2	7.5	.00	.95
J) Assist in future fam. planning	33	56.9	10	67	68.4	6	1.61	.20
K) Understand vocab. of psychology	32	55.2	11	55	56.1	10	.00	.96
L) Assist in vocational planning	8	13.8	12	29	29.6	12	4.19	.04*
M) Other	7	12.1	--	9	9.2	--	----	---
	(N=58)			(N=98)			*p < .05	

[a] $r_s(12) = .66$, $p <$,02

[b] df(1)

rankings were compared to those assigned by the 1,215 students enrolled in these courses, the behavioristic teachers were found to be slightly closer in agreement with these students than were the humanistic teachers (.74 compared to .69, $p <$ .01 and .02, respectively). The correct interpretation of these figures would be that for all practical consideration, *no difference existed* between the priorities of objectives used by behavioristic and humanistic teachers and that neither group differed significantly from the reasons students had identified for signing up for these courses.

(E) Summary

To summarize, these data suggest the 1974-75 teachers were somewhat similar to their 1972-73 counterparts relative to the rank-order priorities given to objectives they posited for teaching their respective psychology courses. However, when the 1974-75 teacher rankings were compared to those rankings assigned by students enrolled within these courses, the results revealed a high level of agreement between these two groups for these objectives. Furthermore, no difference was found to exist between objectives cited by behavioristic and humanistic teachers. Both groups of teachers were also identical in the level of their agreement with reasons students cite for enrolling in these courses.

14. Content and Topics Studied in Psychology Courses

One way to describe the content of a course is to obtain information regarding the specific topics and concepts taught in the course.

(A) Content included in the psychology courses: 1974-75

A list of twenty-two topics generally included in pre-college psychology courses was placed in the survey form. Respondents were invited to indicate each and all of the topics they included within their courses. The five topics most taught by the psychology teachers were *personality theory* (89.7%), *mental illness* (89.1%), *emotions* (85.1%), *mental health* (84.5%), and *social behavior* (81.1%). The topics least incorporated into these separate psychology courses were *statistics* (18.9%), *the human body--physiology* (30.8%), and *child care* (34.8%)(See Table 6 and Appendix B, Tables 4B and 5B).

In addition to discovering the contents of these courses, information was sought regarding the topics and content these teachers believed ought to be included in psychology courses at the secondary school level. Besides indicating their choices from a list of 22 topics provided, if the ones listed were not sufficient for these needs, the respondents were given the option of adding other topics.

TABLE 6

Comparison of the Rankings of Topics the 1974-75 Teachers Included in Their Psychology Courses with Those Topics These Teachers and the 1,215 Students Thought Ought to be Included in These Courses[a]

List of Topics	Topics the Teachers Included Within Their Psychology Courses			Topics the Teachers Thought Ought to be Included in These Courses			Topics the Students Thought Ought to be Included in These Courses		
	F	%	R	F	%	R	F	%	R
A. Personality theory	157	87.7	1	148	82.7	1	813	66.9	3
B. Mental illness	156	87.2	2	137	76.5	3	760	62.6	5
C. Emotions	149	83.2	3	144	80.4	2	906	74.6	1
D. Mental health	148	82.7	4	131	73.2	7	577	47.5	14
E. Social behavior	142	79.3	5	135	75.4	4	836	68.8	2
F. Intelligence	138	77.1	6	131	73.2	7	620	51.0	13
G. Abnormal behavior	135	75.4	7	126	70.4	11	722	59.4	6
H. Motivation	129	72.1	8	133	74.3	5	548	45.1	15.5
I. Drugs, Alcoholism, etc.	122	68.2	9	103	57.5	14.5	675	55.6	10
J. The adolescent	119	66.5	10	128	71.5	10	694	57.2	8
K. Learning and thinking	116	64.8	11	129	72.1	9	632	52.0	12
L. Parapsychology, esp	115	64.2	12	92	51.4	19	637	52.4	11
M. Growth and development	105	58.7	13	131	73.2	7	548	45.1	15.5
N. Love	104	58.1	14	105	58.7	13	788	64.9	4
O. Mental retardation	100	55.9	15	102	57.0	16	684	56.3	9
P. History of psychology	99	55.3	16	103	57.5	14.5	406	33.4	20
Q. Sensation and perception	96	53.6	17	114	63.7	12	477	39.3	18
R. Heredity and genetics	94	52.5	18	100	55.9	17	427	35.1	19
S. Marriage and the family	91	50.8	19	98	54.7	18	714	58.8	7
T. Child care	59	33.0	20	74	41.3	20	532	43.8	17
U. Human body (physiology)	54	30.2	21	72	40.2	21	283	23.3	21
V. Statistics	33	18.4	22	62	34.6	22	247	20.3	22
	$\bar{X}$ = 13.7 (N=179)			$\bar{X}$ = 14.0 (N=179)			$\bar{X}$ = 11.2 (N=1,215)		

[a] Differences in the teacher percentages between the table and the narrative are due to the fact that the table percentages are based upon all possible responses (N=179) while the narrative percentages were based upon the number of teachers who actually responded to this item of the questionnaire.

$r_s(22) = .89$, $p < .001$ (Correlation between what teachers taught and what they thought ought to be included in their courses)

$r_s(22) = .69$, $p < .005$ (Correlation between what teachers taught and what the students thought ought to be included in their courses)

$r_s(22) = .59$, $p < .005$ (Correlation between what teachers and students thought ought to be included in these courses)

Consistent with the results obtained two years earlier, four of the five topics previously identified by the respondents as the topic most often covered in psychology courses taught by these teachers were identified as those topics which they believed ought to be included in these courses. The lone exception, *mental health*, which ranked number four among topics-taught ranked with *intelligence* for the position of 7.5 among topics-to-be-included. The top five ranked topics among the topics that these respondents thought should be included in these courses were *personality theory* (90.2%), *emotions* (87.8%), *mental illness* (83.5%), *social behavior* (82.9%), and *motivation* and *human growth and development* (both with 80.4%). Tied for fifth position among topics-to-be-included, *motivation* and *human growth and development*, were ranked eighth and thirteenth respectively among topics-covered in psychology courses.

The topics these teachers selected as least appropriate for precollege psychology courses (*statistics*, 37.8%; *the human body-physiology*, 43.4%; and, *child care*, 43.9%) matched exactly the topics they *least* covered in their courses. The figures and ratings for the *bottom* levels of the rankings would suggest teachers are more likely to be consistent between intentions and practice for topics considered *unimportant* than for topics considered as more important topics. However, the high degree of consistency among the rankings ($r_s(22) = .89$, $p < .001$) indicated these teachers actually included within the courses they taught the topics they believed should be taught.

Several teachers responded to the invitation to identify other topics they believed ought to be included in their courses. These "other" topics were transactional analysis (3 responses), altered states of consciousness (2 responses), and sexual development, transcendental meditation, behavior modification, aging, child abuse, gesalt (Perls), humanistic psychology, values clarification, behavioral methodology, reality psychology, and psychopathology (1 response each).

(B) Comparison of content included in the courses taught in 1972-73 and 1974-75

The rankings assigned to topics-included and to those which ought-to-be-included were compared to the findings related to the identical items on the 1972-73 survey. (See Appendix B, Tables 4B and 5B). This analysis revealed that while the 1972-73 and 1974-75 teachers agreed upon the exact same topics among their first six and bottom three choices for topics-taught ($r_s(22) = .82$, $p < .005$), they disagreed as to the order of the rankings within these groups of selections. For example, *personality theory*, which ranked first as the topic most often taught in 1974-75 ranked third in 1972-73, and *intelligence*, which ranked first in 1972-73 ranked sixth in 1974-75.

The 1972-73 and 1974-75 teachers agreed on five of the six most appropriate topics they thought should be included in precollege psychology courses ($r_s(22) = .93$, $p < .001$). These topics were personality theory, mental illness, emotions, social behavior, and motivation. However, they disagreed as to the order of these selections (See Appendix B, Tables 4B and 5B).

For example, the 1972-73 teachers ranked the topic emotions first, as the topic which most ought to be included in psychology courses while the 1974-75 teachers selected personality theory as most important while ranking the topic emotions in second place. However, the third choice among 1972-73 teachers, mental health, received a seventh ranking from the psychology teachers two years later. Despite the slight discrepancies among the top five choices for this item, these teachers agreed exactly in their rankings of their last three choices, i.e., the topics they considered least important to include in precollege psychology courses. In some ways, these findings further support the earlier conclusion that psychology teachers consistently agree more closely on what these courses should not include rather than on what these courses should include.

(C) Content students thought should be included in these psychology courses

As with course objectives, students enrolled in these separate psychology courses were surveyed as to the content and topics they believed ought to be included in the psychology courses in which they were enrolled. The student questionnaire listed the identical 22 topics provided on the teacher survey form. With one exception, the topics were listed in the same order on both questionnaires. Both questionnaires asked the respondents to check all of those topics which were appropriate. The questionnaire also included an option for identifying additional or 'other' topics not provided in the list. At the time of their responses to the survey, these 1,215 students had nearly completed their semester- or year-long courses in psychology (See Table 6, also Appendix B, Table 6B).

The first five choices marked by the students as topics and content which ought to be included in precollege psychology courses were: (a) emotions (906 responses or 74.6%); (b) social behavior (836 responses or 68.8%); (c) personality theory (813 responses or 66.9%); (d) love (788 responses or 64.9%); and, (e) mental illness (760 responses or 62.6%). The topics considered least important or relevant to these courses were: (a) statistics (247 responses or 20.3%); (b) physiology (283 responses or 23.3%); and, (c) the history of psychology (406 responses or 33.4%).

Other topics identified by these students as appropriate content for their psychology courses were: sex (6 responses); dreams (5 responses); sex and morality and transactional analysis (3 responses each); homosexuality, psychoanalysis, philosophy, criminal behavior, personal interactions, and child psychology (2 responses each). Among the 43 topics receiving one response each were animal physiology, cliques, orthomolecular psychology, criminology, advertisement probing, prejudice, sexuality, hypnosis, death, behaviorism, the mind, body language, and testing.

The findings regarding the selections and preferences for content and topics may be interpreted as reflecting the content included in the courses in which these students were enrolled. Hence, their selections were influenced by the particular topics and material which they had studied during the course. It is conceivable then to assume that had these students been in classes which focused on different content and subject matter topics, their selections of and preferences for content to be included in these courses would have been different. The level of agreement ($r_s(22) = .69$, $p < .005$) between the topics teachers reported they included within the courses they taught and the topics students selected as being content which should be included within the courses supports this interpretation. Further support is found in the lower level of agreement ($r_s(22) = .59$, $p < .01$) which existed between the topics teachers believed ought to be included within the courses and those topics students believed ought to be included in these same courses. Another perspective relative to this interpretation is the likelihood that students took their cues from what was covered in their courses and assumed this content was *the* content which ought to be included in such courses. The degree to which student selections were based upon the perceptions they held about 'psychology' prior to and during the period of their enrollment or were a result of the influences of the mass media via movies (e.g., "Charley," "Psycho," etc.), books, and television, is unknown.

The 1,215 students selected fewer topics for inclusion in these courses (a mean of 11.2 topics) than teachers either included in their courses (a mean of 13.7 topics) or believed ought to be included in such courses (a mean of 14.0 topics). These mean scores would suggest students wanted less topics covered in these courses than did their teachers. Whether students desired to cover these topics in more depth is uncertain.

The students' ranking of the topic *parapsychology, esp* in eleventh position (637 responses or 52.4%) was an unexpected finding. The popularity of movies, books, and television programs concerning the supernatural, the unexplanable, telecommunications, and the power of extrasensory perception appeared to have created little interest on the part of students to further explore these phenomena within formal classroom settings. Again, that these students would rank the topic marriage and the family so high (7th place) while ranking the seemingly related topics of human growth and development (15.5 place), child care (17th place), and heredity and genetics (19th place) so low was a surprising finding. Being in the midst of or having just passed through pubic changes, one might expect students to have been more concerned with 'growth and development' than they indicated in this survey. In addition, they ranked the topic the human body-physiology 21st place among the 22 topics listed.

The preferences of these students as represented by the rankings assigned to the topics provided them may well reflect a "here-and-now" orientation concerning their outlook on life. Such an orientation would constantly emphasize the immediate concerns and problems these students were having at this particular time in their lives. From this perspective, marriage would be a much more important and immediate topic to study than a topic like child care.

Lending support to the 'here-and-now' explanation for these data is the fact that these students selected the topics emotions, social behavior, and love among their top five choices of topics to be included in psychology courses. One might suggest the high rankings assigned these three topics were primarily the consequence of the heavy female enrollment of these courses. In other words, females may have been more interested in many aspects of premarital relationships (e.g., love, emotions, etc.) than would males. In addition, females may be less interested in the roles they would be expected to take after marriage (i.e., caring for children).

When these data were examined relative to the sex of the student respondents, the results both lend support for and run counter to this sex-linked explanation of the final student rankings. Although a significantly greater percentage of females over males marked the emotions topic as one which ought to be included in psychology courses (79.6% compared to 67.9%, $p < .0005$[4]), both sexes ranked this topic first among the 22 topics listed. And, while 66.3 percent of the females and 63.1 percent of the males marked the topic love, the males ranked this topic in third place compared to the fourth place ranking assigned by the females. The females ranked the topic marriage and the family sixth (62.7%) contrasted to the males' assignment of this topic in tenth place

---

[4] Using Chi-square (X^2).

(53.5%)($p < .001$). The overall agreement between the rankings assigned the topics according to the sex of the student respondents was an astronomically high .92 ($p < .001$). In other words, *no real differences* were found among the *rankings* of the topics between female and male psychology students. Table 5B (Appendix B) provides data as to how all the categories of students responded to the request to identify topics they believed to be relevant to these courses.

(D) Content included in courses taught by 'behavioristic' and 'humanistic' teachers

When the topic data were ranked and analyzed according to the 'behavioristic-humanistic' approach of the teachers, the results revealed that *no difference* existed between these groups of teachers regarding either the topics they included within their courses ($r_s(22) = .87$, $p < .001$) or the topics they believed ought *to* be included within these courses ($r_s(22) = .85$, $p < .001$)(See Appendix B, Tables 7B and 8B). The topics which the behavioristic teachers included most often in the courses they taught were: *mental illness*(93.1%); *personality theory* (87.9%); and, *abnormal behavior*(84.5%). The humanistic teachers identified the following three topics as most included within their courses: *personality theory* and *emotions* (each with 89.8%); and, *mental health* (87.8%). The two groups of teachers agreed exactly as to the least covered topics in their respective classrooms.

These teachers agreed slightly less often when they were asked to identify the topics they believed ought to be included in these courses (i.e., .85 compared to the .87 just mentioned). (See Tables 7B and 8B). The behaviorists ranked the topics *emotions* and *mental illness* (each with 84.5%) and *personality theory* (81.1%) as their first three topics in this category while the humanists ranked *personality theory* (83.7%) and *emotions* and *social behavior* (each with 79.6%) as their top three choices. Again, these teachers agreed exactly on their least important topics, i.e., *statistics* (22nd), *physiology* (21st), and *child care* (20th). Again, the differences between these groups of teachers was found to be minimal.

Some slight differences did exist between these two groups of teachers relative to the topics they taught and those they believed ought to be taught in precollege psychology courses. Humanistic teachers were slightly more inclined than their behavioristic counterparts ($r_s(22) = .89$ compared to .86) to include in their courses *those* topics they cited as topics which ought to be included in these courses. Behavioristic teachers, however, were slightly more likely than their humanisitc counterparts (.61 compared to .59) to agree with the students' rankings of topics which ought to be included in these courses. Yet, despite the agreement just cited, humanistic teachers were far more inclined to include in their courses the topics students believed should be in these courses than were their behavioristic colleagues ($\underline{r}_s(22) = .77$ compared to .60).

15. Methods Used in Teaching the Psychology Courses

For the first time, teachers were asked to identify the methods of instruction they used in teaching their psychology courses. Five methods were listed with provision made for identifying 'other' methods not listed. The lecture-discussion method ranked first with 138 responses (80.2%); with the discussion method second with 110 responses (63.3%); the text-and-lecture method third with 100 responses (58.1%); the lecture-demonstration method fourth with 75 responses (44.2%); and, laboratory experiments fifth with 51 responses (30.2%). Thirty-nine teachers identified 'other' methods with the most frequent being values clarification (12 responses or 6.9%) and small group activities (10 responses or 5.2%). Seven teachers did not respond to this item.

The fact that these teachers indicated a mean of nearly three methods each (2.99) as being methods used in their courses revealed they were attempting to achieve their instructional objectives through diverse methodological approaches. A second way of examining the use of these methodologies would be to estimate the approximate amount of time each was employed during each class period. The result of this computation for each method used in terms of the average segment of time per class period is as follows: (a) discussion, 41.9%; (b) lecture, 25.8%; (c) textbook study, 12.1%; (d) laboratory work, 6.3%, and, (e) other methods, 4.7% of the class period.

In interpreting the above data, the reader must realize the questionnaire merely listed the six teaching methods and made no attempt to define these terms. The respondents defined these terms as they saw appropriate to their own situation. There is no way of knowing how closely these teachers defined the same terms in the same way. Experience and the literature would agree that these teachers differed widely in their definitions. Hence, these data may reflect more the semantical distinctions made by these teachers than they do the actual practices of these teachers in their respective classrooms.

Of all the findings related to teaching methods, perhaps the most important was that concerning the seemingly widespread use of laboratory experiments. That nearly one-third of the teachers operated psychology-oriented laboratories for their students was surprising. However, whether these laboratory activities were similar to some suggested in the "Gimmickery" section of Periodically whose proper designation is uncertain is unknown. Nevertheless, these data viewed in light of information related to the types of instructional materials these teachers would like to see made available to them for their use lend credence to the belief that if materials for classroom experiments and student laboratory manuals were made available, these teachers would indeed make better use of the demonstration and laboratory methods than they currently do.

Finally, the apparent diversity of teaching methodologies which suggested itself from the above data may not really exist. Few teacher restrictd themselves to only one or two different methodologies or classroom activities. The finding that psychology teachers make frequent use of lecture, discussion, and textbook review should come as no great revelation to anyone who has visited a classroom within the secondary school. Indeed, from these findings one may conclude that the methodologies employed in precollege psychology courses are no different from those found in other courses on the same level. The conformity suggested by these data may be a disappointment for those who had hoped that the approaches used in these courses would be more 'meaningful' than those employed in other courses traditionally included within the secondary curriculum. These results also lend support to the skeptic from the 1972-73 survey who listed as one of the objectives for the psychology class as "providing the students with yet another course that looks good on paper."

16. Descriptive Data Regarding the Use of State-Adopted Psychology Textbooks

(A) Utilization of state-adopted textbooks by psychology teachers

Following behaviors similar to those experienced by teachers in previous studies, a large number of Florida psychology teachers used at least one of the six textbooks adopted by the state for use in precollege psychology courses. The 87.5 percent response to this item was higher than the 78.8 percent indicated by the 1972-73 respondents and lower than the 92.1 percent revealed by the 1970-71 survey. These figures suggest the earlier trend away from using state-adopted textbooks may have ended with the movement having reversed itself towards more frequent and widespread use of such texts.

If this reverse trend is accurate, the change may be explained in several ways. First, as teachers possess less college course preparation in psychology the more willing they may be to use available textbooks to guide their decisions about course sequence and contents, i.e., the more they become tied to the contents of the textbooks and their corresponding teacher's manuals. Second, these teachers may have found the types of textbooks they sought during the 1972-73 school year and purchased them for use in their courses. Thus, while the 1972-73 teachers were dissatisfied with their existing texts, the 1974-75 teachers may have obtained textbooks more compatible with their needs. The findings regarding the types of instructional materials teachers would like to see made available to them would support this interpretation. Third, the movement towards more humanistically-oriented courses may be the cause or the result of the types of textbooks which have been adopted by the state. Of the six textbooks on the list only two, Introduction to the behavioral sciences (Sandberg) and Psychology (McKeachie and Doyle) have a definite behavioristic orientation (even if in name only), whereas the remaining four are perceived to contain considerably less of this orientation.

Whether the teachers who ordered the textbook being used actually taught these psychology courses or whether the teachers who used them actually practiced the approach suggested by the textbook title and/or contents is unknown. The possibility exists that the teachers used whatever textbooks were available to them regardless of whether they preferred that particular textbook.

Finally, these data may well reflect the fact that the 1972-73 teachers were more flexible and more prepared to teach psychology in the secondary classroom than were their 1974-75 counterparts. These earlier teachers may have located sufficient supplemental materials to enable them to achieve their instructional goals without a textbook. Because they possessed more college training, the 1972-73 teachers may have been freed from using the textbook as well as more able to use supplemental materials in diverse ways to teach their psychology courses.

(B) The popularity of these different textbooks

In 1974-75, all 162 teachers who responded to this particular item of the questionnaire indicated they used at least one of the six state-adopted psychology textbooks. Twenty-six of these teachers indicated they either had available or used two of these texts. The textbook most used was Engle and Snellgrove's Psychology: Its principles and application (57 responses or 35.2%). The other five texts in the order of the frequency of their use were: Psychology for you, by Gordon (44 responses or 27.2%); Psychology: Understanding ourselves and others, by Tallent and Spungin (32 responses or 19.8%); Living psychology, by Hersey and Lugo (23 responses or 14.2%); Introduction to the behavioral sciences, by Sandberg (18 responses or 11.1%); and, Psychology: A short course by McKeachie and Doyle (14 responses or 8.6%).

In 1972-73, a large number of the 158 teachers used at least one of the four available state-adopted textbooks in teaching their courses. With all of the 158 teachers responding to this item, 97 teachers (61.4%) indicated they used the textbook entitled *Psychology: Its principles and application* by Engle and Snellgrove. *Psychology: The science of behavior*, by Branca, was used by 34 teachers (21.5%); *Introduction to behavioral science*, edited by Sandberg, was used by 24 teachers (15.2%); and, *Psychology* by McKeachie and Doyle, was used by 15 teachers (9.5%). In contrast to the 1970-71 survey in which twenty-three teachers indicated they used more than one of these textbooks and the 1972-73 survey which revealed 12 teachers used more than one of these texts, data for the 1974-75 survey revealed 26 teachers used more than one state-adopted textbook in teaching their courses.

The data also revealed a number of changes in the past five years relative to the state-adopted textbooks used by these teachers. Data pertaining to the psychology text authored by Engle and Snellgrove indicated that despite an increase in the number of teachers using it from 86 in 1970-71 to 97 teachers in 1972-73, its overall popularity and use by teachers declined from 73.5 percent of the teachers in 1970-71 to 61.4 percent in 1972-73. Between 1972-73 and 1974-75, the use of this textbook lost even more ground. Only 57 teachers (35.2%) used the Engle-Snellgrove text during the 1974-75 school year. Despite this rapid decline in use over the six years covered by this report, this textbook still managed to maintain its position as the most widely used psychology textbook on the precollege level in the state of Florida.

Interstingly, the second most used text in 1970-71 and 1972-73 failed to make the state-adopted list in 1974-75. The name of this text was *Psychology: The science of behavior* by A. A. Branca. And, the psychology text written by McKeachie and Doyle became *Psychology: A short course* by 1974-75. However, this transference into a different form, i.e., from textbook to a study manual-paperback volume, did not improve the nature of its use. Whereas in 1970-71, 25 teachers (21.4%) used the McKeachie-Doyle text, in 1974-75, only 14 teachers (8.6%) used the materials produced by these two authors. In much the same way, the *Introduction to the behavioral sciences* textbook, edited by Sandberg, has declined in use. In 1972-73, 24 teachers (15.2%) used this textbook. Two years later, only 18 teachers (11.1%) reported they used this textbook. Of the six books on the state-adopted list, the Sandberg text was ranked fifth in 1974-75.

Two textbooks deserve special attention. First, the Gordon book, *Psychology for you*, came out of nowhere to become the second most-used textbook in the state. Forty-four teachers (27.2%) reported they used this particular text--13 fewer teachers than who used the first-place Engle-Snellgrove textbook. Second, the textbook entitled

Psychology: Understanding ourselves and others, by Tallent and Spungin, followed the pattern set by the Gordon book and placed third among the six textbooks on the state-adopted list. Thirty-two teachers (14.2%) used this textbook. According to textbook representatives, during the 1975-76 school year, both of these textbooks are threatening to assume the first place position and become the new leader among the textbooks adopted for psychology courses in Florida schools. Should this occur and the Engle-Snellgrove text lose its first place ranking, this would be the first time since Florida developed a list of textbooks for precollege psychology that Psychology: Its principles and application was not ranked number one in use among psychology teachers in the state.

These data when compared to the results of the previous studies suggest that psychology teachers are finding better and more informative textbooks and have purchased and are using these books to assist them in improving the quality of their courses.

Furthermore, in 1970-71, 49.2 percent of the teachers and in 1972-73 52.3 percent of the teachers indicated they were seeking a different type of a textbook for use in teaching their courses. In 1974-75, only 30.2 percent indicated they were seeking a different textbook. Apparently, the 1974-75 teachers had at last found the types of textbooks they wanted to see made available to them for their use.

(C) The frequency of use of these textbooks

Information was not only collected relevant to the textbooks these teachers used, but was gathered regarding the frequency of the teachers' use of these texts. An examination of these data disclosed that of the 147 teachers responding to this item, 40 teachers (27.2%) used these state-adopted textbooks a great deal of the time. One-third of these teachers (49 responses or 33.3%) reported they used these texts often while 25.2 percent of the teachers (37 responses) reported they used them occasionally. Only one teacher (.7%) indicated the texts available for use were rarely or never used. Twenty teachers (13.6%) indicated they used these textbooks out of necessity for lack of other available and useful materials. Thirty-two teachers (17.9%) failed to respond to this item of the questionnaire.

The results of this item's analysis closely parallel those found in the two previous surveys. The 64.6 percent and 62.6 percent figures for 1970-71 and 1972-73 are similar to the 60.5 percent reported by the 1974-75 teachers indicating the textbooks were used often or a great deal of the time. More of the 1972-73 teachers tended to use these books rarely or occasionally (37.4%) than did the 1970-71 teachers (26.7%). The 1974-75 psychology teachers revealed they were not likely to use these books occasionally and more likely to use them frequently than were their 1972-73 counterparts (37.4%).

The general negative trend in using the current state-adopted textbooks implied by the 1972-73 data appeared to have reversed itself toward more widespread and frequent use of the books within the context of psychology class assignments. In addition, only 20 teachers (13.6%) in the 1974-75 survey indicated they used these texts for lack of any other reading materials as contrasted with 31 teachers (22.3%) in the 1972-73 survey. The finding that fewer of the 1974-75 teachers who had less college course training than their 1972-73 counterparts used these textbooks for lack of other available materials was expected.

The data indicating usage of textbooks must be interpreted cautiously. The degree to which the individuals responding to the item would agree as to how frequent 'often' is remains undetermined. In other words, the categories provided in the questionnaire possessed ambiguous labels which allowed for diverse interpretation for both time and extent of use among the various respondents. One may speculate these data are evidence of the tendency of less-trained teachers to tie themselves to the contents of the textbooks they have available for their use.

Of the 58 teachers who indicated their approach to their course was behavioristic, 46 or 79.3 percent revealed they used at least one of the state-adopted textbooks in the psychology course they taught. These data are to be contrasted with corresponding data from the 98 humanistic teachers, 84 (88.4%) of whom used these textbooks.

The specific reasons why some of the 1974-75 teachers used their textbooks for lack of any other materials are speculative. Whether the lack of funds, the inappropriateness of text content due to the teacher's orientation to the subject matter, the inadequate subject matter preparation of the teachers, or, the lack of these particular textbooks to include the kinds of topics, concepts, and information these teachers believed ought to be included in such texts is singly or collectively the reason(s) for their choices relative to this item of the questionnaire is unknown. The finding that fewer of the 1974-75 teachers than the 1970-71 or 1972-73 teachers used these books out of necessity might be indicative of the appropriateness of the newer texts toward fulfilling the needs of these classroom teachers.

Also, these findings may indicate the more deliberate attempt on the part of the teachers to use the materials available to them in the state-adopted textbooks rather than use these texts as infrequent reference sources.

Finally, these data may merely indicate that this particular set of state-adopted textbooks included the kinds of topics, concepts, information, and subject matter content these classroom teachers believed ought to be investigated, studied, and taught in secondary school psychology courses.

17. Instructional Aids Desired for Use in Psychology Courses

(A) Teacher attitudes concerning instructional aids

The period following 1972 has been characterized by a great influx of commercially-produced materials suggested and advocated for use in high school psychology courses. Commercial publishers have flooded the market with materials, media-aids, and equipment to meet the stated needs of teachers desiring additional instructional aids. Even though these past few years did witness the increase in the availability and quantity of psychology-related instructional materials, 94.6 percent of the psychology teachers (157 of 166 respondents) reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. Compared to the 94.7 percent reported in 1972-73 and 96.1 percent reported two years earlier, this figure indicates the continuance of the ever-so slight decline in the 'felt needs' of psychology teachers for additional instructional materials. In fact, these data may reflect more the fact these teachers did not know what was available to them than they reveal the inability of these teachers to acquire or obtain the materials which were available to them. In light of data to be reported later in this monograph, these data may suggest these teachers did not actively seek to obtain the materials and information which were available to them--some of which was (and is) very inexpensive.

The psychology teachers also revealed they were slightly less inclined to use these instructional materials (98.8%) than were teachers who responded to the previous surveys (99.3% and 99.2% in 1972-73 and 1970-71, respectively). While this decline is slight, indeed negligible, support continues to build in favor of the explanation that these teachers have found in their textbooks and accompanying teacher's guide the types of materials and activities they previously sought.

(B) Instructional materials desired by psychology teachers

Data were sought for the third consecutive survey relative to the specific kinds of materials teachers wanted to see made available to them for use in their psychology courses (see Table 7). An analysis of these data revealed the divergent needs of these teachers while simultaneously revealing the consistency of these needs across school terms.

Of the fifteen types of instructional materials and aids listed on the questionnaire, materials for classroom experiments (72.6%), films (69.8%), and simulation games (67.6%) were ranked first, second, and third respectively. The three items least desired among those listed were pictures and posters (24.6%), materials for slow learners (25.7%), and career-related pamphlets (26.8%). Among the information included in Table 7 are found the following:

1. The psychology teachers demonstrated a consistent demand for the same types of materials at approximately the same rank-order level of importance across all three surveys. Films, which ranked first in both 1970-71 (85.9%) and 1972-73 (88.2%), dropped to second place in the more recent survey (69.8%). Conversely, materials for classroom experiments, which ranked second in 1970-71 (77.3%) and 1972-73 (85.6%), moved into first place in the 1974-75 survey (72.6%). Simulation games an item which placed third in the rankings in the last two surveys (76.5% in 1972-73 and 67.6% in 1974-75) was not included in the first questionnaire. However, filmstrips which placed third in 1970-71 (59.4%) placed fourth in the later two surveys (75.8% in 1972-73 and 58.7% in 1974-75). Among categories included on all three surveys, filmstrips earned a third place ranking on all three surveys.

2. The 179 psychology teachers revealed less desire for materials and resources than did those teachers who responded to the survey two years earlier. Of the fifteen materials categories from which to choose, the 1974-75 psychology teachers checked an average of 6.7 items while the 1970-71 and 1972-73 teachers averaged 6.3 and 7.1 respectively. This decline in need over the past two years may in part be explained by an increased selectivity on the part of the responding teachers, or may be seen as being consistent with earlier findings suggesting a decline in the 'felt needs' of these teachers towards more instructional aids.

TABLE 7

Comparison of Rankings Relative to the Types of Instructional Materials Teachers Desired to use According to Teacher Preferences on Each of the Three Teacher Surveys

List of Instructional Materials	1970-71 Teacher Responses F	%	R_1	R_2	1972-73 Teacher Responses F	%	R_1	R_2	1974-75 Teacher Responses F	%	R_1	R_2
A. Materials for classroom experimts.	99	77.3	2	2	131	85.6	2	2	130	72.6	1	1
B. Films	110	85.9	1	1	135	88.2	1	1	125	69.8	2	2
C. Simulation games	---	----	-	-	117	76.5	3	-	1[illegible]1	67.6	3	-
D. Filmstrips	76	59.4	3	3	116	75.8	4	3	105	58.7	4	3
E. Student workbooks	---	----	-	-	---	----	-	-	96	53.6	5	-
F. Overhead transparencies	68	53.1	5	5	102	66.7	5	4	85	47.5	6	4
G. Audiocassette tapes	---	----	-	-	91	59.5	7	-	84	46.9	7	-
H. Value sheets	---	----	-	-	---	----	-	-	72	40.2	8	-
I. A newsletter for teachers	65	50.8	6.5	6.5	75	49.0	9	7	71	39.7	9	5
J. A curriculum guide	64	50.0	8	8	66	43.1	12	10	58	32.4	10	6
K. A reference service for students	74	57.8	4	4	72	47.1	10.5	8.5	54	30.2	11.5	7.5
L. Different kind of textbook	63	49.2	9.5	9.5	80	52.3	8	6	54	30.2	11.5	7.5
M. Career-related pamphlets	63	49.2	9.5	9.5	72	47.1	10.5	8.5	48	26.8	13	9
N. Materials for slow learners	40	31.3	11	11	55	35.9	13	11	46	25.7	14	10
O. Posters of famous psychologists	65	50.8	6.5	6.5	93	60.8	6	6	44	24.6	15	11
P. Other materials	15	11.7	-	-	10	6.5	-	-	10	5.6	-	-
Q. No responses	0				5				0			
		$\overline{X}$ = 6.3 (N=128)				$\overline{X}$ = 7.1 (N=158)				$\overline{X}$ = 6.7 (N=179)		

Notes:

R_1 - Rankings for all items listed
R_2 - Rankings for only those items common to all three surveys
R_a - (1970-71 to 1972-73) - $r_s(11) = .82$, $p < .005$
R_b - (1970-71 to 1974-75) - $r_s(11) = .79$, $p < .01$
R_c - (1972-72 to 1974-75) - $r_s(11) = .77$, $p < .01$

3. Materials directed towards assisting the slow learner continued to receive little support among the psychology teachers despite the more humanistic orientation of the 1974-75 teachers. Out of the 15 materials areas specified, this category placed fourteenth with only 25.7 percent of the teachers indicating this choice. Materials for slow learners ranked thirteenth of 13 categories in 1972-73 (55 responses or 35.9%) and eleventh of 11 categories in 1970-71 (40 responses or 31.2%). When comparing this category with only those found on all previous surveys, the analysis revealed the materials for slow learners category placed next to last in the 1974-75 survey and last in both of the earlier surveys. One of the more startling findings of this study is the fact that the behavioristic-oriented teachers of 1972-73 appeared more concerned for the slow learner than did their more humanistically-inclined counterparts of 1974-75 (35.9% marking this item in 1972-73 compared with the 25.7% in 1974-75).

4. While one-half (50.0%) of the psychology teachers in 1970-71 reported a need for a curriculum guide to assist them in planning and developing their courses, 43.1 percent of the 1972-73 teachers and 32.4 percent of the 1974-75 teachers reported such a need. However, whereas the 50.0 percent figure among the 1970-71 teachers earned a ranking of eighth place and the 43.1 percent figure two years later placed tenth in the rankings, the much lower 32.4 percent of the 1974-75 data earned a sixth place ranking for that category among the eleven choices common to all three surveys. That teachers continued to show decreasing interest in curriculum guides runs counter to the conjecture cited in a previous survey report which assumed that as teachers became more prepared in psychology at the college level, they would become less dependent on prepared curriculum guides and more likely to plan and develop their own courses. Following this line of thought, since they reported a decline in the level of their college course training, the 1974-75 teachers should have increased their demand for curriculum guides. Furthermore, the sharp decline in support of

this item, from 43.1 percent to 32.4 percent in two years, is inconsistent with other data reported earlier in this monograph which suggested the 1974-75 teachers were more like the 1970-71 teachers than the 1972-73 teachers. This is one of the few exceptions to the close resemblence which exists between the data from these two surveys.

5. In response to the limited number of options on the first survey and to the materials being advertised by commercial publishers, two items not included in the 1970-71 survey but included in the 1972-73 form were included in the 1974-75 questionnaire. *Simulation games* ranked third in both of the latter surveys (76.5% and 67.6% in 1972-73 and 1974-75, respectively) while *audiotapes* received a seventh place ranking in both surveys (59.5% and 46.9%, respectively).

6. A major change in preferences again was indicated by these psychology teachers in the area of providing a *reference service for their students*. While ranked fourth in the first survey (57.8%), the ranking dropped to tenth in 1972-73 (47.1%) and tied for eleventh (11.5%) in 1974-75 (30.2%). However, when examining the rankings for the *student reference service* option among those categories included on all three surveys, the data revealed that this item was positioned 8.5 and 7.5 respectively on both of the latter surveys despite the wide discrepancies in the percent of teachers marking this option.

7. Two items included in the 1974-75 questionnaire were not included in the two previous surveys. This addition took place in response to materials which received emphasis in the teacher training literature (values clarification) and through commercial advertising (student workbooks). The *student workbook* category received 96 responses (53.6%) earning a fifth place ranking among the 15 categories listed on the 1974-75 survey.

Table 8

Comparison of Rankings Relative to the Types of Instructional Materials Teachers Desired to Use and the Types of Materials Students Wanted to See Their Teachers Use

List of Instructional Materials	1974-75 Teacher Responses F	%	R_1	R_2	1974-75 Student Responses F	%	R_1	R_2
A. Materials for classroom experimts.	130	72.6	1	1	679	55.9	4	3
B. Films	125	69.8	2	2	946	77.9	1	1
C. Simulation games	121	67.6	3	3	704	57.9	3	2
D. Filmstrips	105	58.7	4	4	574	47.2	5	4
E. Student workbooks	96	53.6	5	5	254	20.9	12	10
F. Overhead transparencies	85	47.5	6	6	206	17.0	13	11
G. Audiocassette tapes	84	46.9	7	7	373	30.7	8	6
H. Value sheets	72	40.2	8	8	299	24.9	10	8
I. A newsletter for teachers	71	39.7	9	-	---	----	-	-
J. A curriculum guide	58	32.4	10	-	---	----	-	-
K. A reference service for students	54	30.2	11.5	9.5	437	36.0	7	5
L. Different kind of textbook	54	30.2	11.5	9.5	344	28.3	9	7
M. Career-related pamphlets	48	26.8	13	11	291	24.0	11	9
N. Materials for slow learners	46	25.7	14	12	137	11.3	14	12
O. Posters of famous psychologists	44	24.6	15	13	88	7.2	15	13
P. Other materials	10	5.6	-	-	57	4.7	-	-
Q. Guest speakers	---	---	-	-	904	74.3	2	-
R. A weekly newspaper	---	----	-	-	441	36.3	6	-
	$\bar{X} = 6.7$ (N=179)				$\bar{X} = 5.5$ (N=1,215)			

Notes:

R_1 - Rankings for all items listed

R_2 - Rankings for only those items common to both surveys

R_a - $\underline{r_s}(13) = .76$, $\underline{p} < .01$

of audio-visual and other instructional aids they wanted to see their teachers use in teaching them psychology. A list of 15 different types of materials was provided the students. Students were asked to select those materials they wanted to see their teachers use within their class setting. Except for two types of materials, the 15 choices of materials were identical on both the teacher and student questionnaires (See Table 8). As with the previous items, students were provided space to add other materials and instructional aids should they not be among those already listed.

The three types of materials and instructional aids most desired by these students were films (946 responses or 77.9%), guest speakers (903 responses or 74.3%), and simulation games (704 responses or 57.9%). Excluding the guest speaker choice which was not among the types of materials listed on the teacher questionnaire, the revised third place position was filled by the materials for classroom experiments option (679 responses or 55.9%). The last three choices of these students were posters of famous psychologists (88 responses or 7.2%), materials for slow learners (137 responses or 11.3%), and overhead transparencies (206 responses or 17.0%).

Among the other audio-visual and instructional aid materials and resources students wanted to see used in their psychology courses were the following: field trips (30 responses - 14 of which stated the trips should be to mental institutions); class discussions (19 responses); term papers (5 responses); student experiments, field experiences, case studies, and records (3 responses); group therapy, role play, and experimental animals-mice (2 responses each); and, blindman's walk, demonstrations, ink blot and projective tests, and more books on psychology in the school library (1 response each). The most interesting free response to this item was that which reported the course needed "an understanding principal."

Understandably, students ranked the student workbook option low, 10th place with 20.9 percent. However, students seemed relatively pleased with their present textbooks since only about one-quarter of them desired a different kind of a textbook (28.3%). Few students saw value in a reference service for students (36.0%). Perhaps most surprising of all these data is the fact that in general, these students did not want a wide variety or large quantities of these materials to be used ($\overline{X}$ = 5.5 materials). Given they could have selected as many types of materials as they saw appropriate, the 1,215 students selected fewer items than did their teachers (5.5 items compared to 6.7 items). This low preference for such materials ran contrary to what the investigator expected to find. Apparently these students saw little value in the use of these types of materials as aids to their own learning, saw these materials as being unrelated to the more traditional lecture-discussion methods

Value sheets received less support (71 responses or 39.7%) and were ranked in ninth place. One possible explanation for the high ranking given to student workbooks may be tied to the perception of workbooks as materials which stress academic work and content-related information. Combined with the lack of concern for the slow learner, this explanation may be an accurate one. However, if an individual perceives student workbooks as something to 'keep students busy,' then the above conjecture may be discounted. Why humanistically-oriented teachers would prefer student workbooks 2-to-1 over materials for slow learners may be tied to the tendency of these teachers to stick to the textbooks they were using to teach their courses.

8. Among the materials or resources specifically identified by teachers on the "other" item of the question regarding instructional materials were sample tests and case studies (4 responses each), guest lecturers, role play activities, and inexpensive paperbacks (3 responses each), local field trips and inexpensive home-lab type experiments (2 responses each), and personality evaluations, tours, and Human Behavior Curriculum Project materials (1 response each).

In addition to these survey data, other information is available to suggest that at both the county and school levels, curriculum guides for teaching psychology in the secondary grades are being made increasingly available to classroom teachers. Whereas only six of the 1970-71 teachers reported the availability in their schools of a curriculum guide for their courses, in 1974-75, 24 teachers indicated their schools had such guides. This increase was also found in regards to county curriculum guides (8 responses in 1970-71 to 35 responses in 1974-75). While these data would suggest at least 35 counties have their own curriculum guides for teaching psychology, because a number of respondents came from the same county, these figures are not be to interpreted to mean that 35 of the 67 Florida counties have such curriculum guides. Ninety-eight teachers in the latest survey indicated that neither their schools nor their county offices possessed a curriculum guide relative to their psychology courses.

(C) The instructional materials the students desired to see used

The 1,215 students were also asked to identify the types employed by their teachers, saw them as being out-dated or inappropriate, *or*, saw them as being unfeasible or impractical within their own classroom environment and experiences.

Table 8 presents the findings from both the teacher and student surveys. The rankings for the items these two groups shared in common were remarkably similar ($r_s = .76$, $p < .01$). The first three choices among the teachers, *materials for classroom experiments*, *films*, and *simulation games*, were ranked third, first, and second respectively by the students. The groups also agreed upon their bottom choices, i.e., *posters of famous psychologists* and *materials for slow learners*, as the teachers and students ranked these 13th and 12th respectively. The widest areas of disagreement between these two groups existed for the items *student workbooks* and *overhead thermal transparencies*. Teachers ranked *student workbooks* fifth while students ranked this in tenth position. And, the *overhead transparency* option was ranked sixth by teachers and a low eleventh place by the students.

18. *Familiarity of teachers with the APA's Human Behavior Curriculum Project (HBCP)*

The respondents were asked to indicate whether or not they had heard of the American Psychological Association's Human Behavior Curriculum Project (HBCP) sponsored by NSF. The HBCP is a five year program designed to develop 30 modules appropriate for use in high school behavioral science and psychology courses.[5] At the time of this survey, HBCP had been operating for two years and had received widespread publicity through various psychology and professional education newsletters and journals. The APA's Clearinghouse or Precollege Psychology had even begun a series of HBCP-related information sheets inserted within its regular, free newsletter, *Periodically*.

Even with this amount of advertisement and publicity, only 45 of the 170 psychology teachers (26.5%) responding to this item had ever heard of the Project. One hundred and twenty-five psychology teachers had not heard of the existence of this project. Of the 45 teachers who had knowledge of the Project, 24 received the APA's newsletter entitled *Periodically*, 5 did not receive it, and 14 others desired information as to how they could begin receiving it. Interestingly, six teachers who were already receiving the newsletter indicated they had never heard of HBCP. Of importance, 109 teachers said they desired information as to how they could begin to receive this valuable newsletter. By mid-summer, 1975, all teachers responding to the questionnaire received self-addressed postcards which they could send to the Clearinghouse requesting their names be added to the Periodically mailing list.

---

[5] At this writing, NSF had informed the HBCP and APA that it would fund the Project for the 1976-77 year in order to complete 10 modules. However, NSF would *not* fund the development of additional modules or the dissemination of the 10 modules being completed past 1977.

19. Voices From Schools Not Currently Offering Separate Psychology Courses

Twenty-six of the 48 respondents who did not teach in schools offering separate psychology courses indicated they were interested in offering such courses at their school provided adequate materials and personnel were available. Of the 30 respondents who responded to this item, the 26 teachers made up 86.7 percent of this group. Only four respondents stated they definitely were not interested in setting up such a course. In 1972-73, 35 respondents expressed an interest in offering such a course. This figure represented 81.4 percent of the 43 schools which did not offer separate psychology courses. Eight respondents replied negatively to this possibility.

These figures lend support to the earlier conjecture that schools which were able to offer psychology have already done so and schools which have not offered such courses do not possess the resources or the interest to begin such courses. With the advent of the F.T.E. funding program, the tightening of budgets, inflation, and other fiscal problems, the probability of many more schools offering new courses within their curriculums appears slim. Schools which already offer psychology courses will try hard not to lose these courses while schools not already offering such courses will continue to lack the resources and personnel necessary to make this course a reality within their course listings.

IV. DISCUSSION

The concluding remarks of the 1972-73 survey report stated that there was an urgent need for educators, scholars, colleges of education, state boards of education, curriculum planning committees, and professional organizations interested in psychology on the secondary school level to join forces to provide teachers with the information, materials, equipment, resources, curriculum guides, instructional units, classroom activities, and teaching methods they said they needed. The findings relative to the 1974-75 study raise doubts as to the urgency of these efforts. In addition, this earlier report said the college preparation these teachers needed and were seeking had to be provided in the pre-service and in-service programs offered by the various colleges of education in the state and/or by training programs established by the various professional organizations interested in precollege psychology. Furthermore, it said these educational and professional groups had to share ideas, personnel, and resources in order to deal more effectively with the problems related to teaching psychology to secondary school students.

After analyzing data from the first two surveys, the author was convinced that those interested in pre-college psychology ultimately had to make three decisions. Unless these decisions were made, the author believed persons interested in or teaching psychology on the secondary school level were likely to remain unhappy or uncertain with what was taught, with the objectives of instruction, with the orientation of the course, with available instructional materials, and with the training of those who taught the psychology courses. Stated briefly those three decisions were:

1. Psychology as an instructional discipline for high school students required definition. This definition was to be functional (purposeful), structural (organizational), and pedagogical (instructional procedures).

2. Once psychology had been defined, a decision had to be made relative to clientele. Who would be able to take the course? To prepare course objectives and instructional materials for nineth graders called for acknowledgment of constraints that were not as likely to operate with twelfth graders. To prepare materials and design textbooks for selected students who had the time or the bent to take an extra elective differed from preparing materials and writing textbooks for heterogeneous groupings of students. The identification and statement of objectives, the preparation of materials, and the writing of textbooks could be completed only after decisions as to who would be able to take the courses were made.

3. Also with psychology defined, one would be able to describe the qualifications by which teachers could be prepared, certified, and selected to teach the high school psychology courses.

In addition, the suggestion that these decisions be made was not to presume that only one answer or one pattern of instruction in psychology was desirable. Rather, hopefully, the suggestions would stimulate debate and generate alternative patterns, subject to empirical verification and validation.

The conclusions drawn from the findings from the 1974-75 survey, taken separately and when examined within the perspective of the longitudinal data, suggest that the urgency of action which appeared evident in these earlier data is now not so urgent. Despite the fact that the 1974-75 teachers had less college preparatory training in psychology than either the 1970-71 and 1972-73 teachers, they felt more adequate about the training they did receive. These same teachers were slightly more likely than their 1972-73 counterparts to include in their courses the content they thought should be included in these courses. Of major importance, these teachers were highly likely to have the same objectives for offering these courses as students had for enrolling in these courses and were very likely to include the content the students believed should be included in these courses. In addition, the 1974-75 teachers felt less need for and indicated they would utilize less frequently new instructional materials to assist them in their courses. In general, these teachers seemed to be satisfied with what they had and with what they were doing. These teachers appear to have been doing what they wanted to do in and with their own psychology courses.

While the 1972-73 and 1974-75 teachers disagreed somewhat on the objectives they set for these courses, they agreed significantly on the content they included in their courses. Interestingly enough, although a majority of 1972-73 teachers labeled their approach as 'behavioristic' and a majority of 1974-75 teachers labeled their approach 'humanistic,' the findings which revealed the similarities between behavioristic and humanistic teachers suggest that the only thing which changed over these two years was the number of teachers who used one of these two labels to describe their approaches. Thus, one important finding of the latest survey was that when considered as two distinct groups, there is no difference between behavioristically- and humanistically-oriented psychology teachers. Hence, while differences exist among individual teachers, these differences disappear when teachers are grouped according to these two labels. In this sense, the labels these teachers assign to themselves appear to be only labels--and not much else.

One other trend worth noting is that regarding the length of these psychology courses. There is a small but noticeable trend towards offering more nine-week and one-semester length courses while offering fewer six-week and year-long length courses. The significance of this pattern may be overlooked. The fact that student enrollment is increasing must be viewed within the perspective that much of this increase in numbers is occurring at the cost of allowing fewer students more time (a year rather than a semester) to study psychological subject matter. Hence, the quantative factor expressed in terms of increases in student enrollment has to be weighed against the qualitative dimension of providing students with less time to stay in these psychology courses. In retrospect, while psychology is being 'given away' to more students, the quality of understanding and appreciating the content and value of the 'gift' may be severely affected by the imposition of this reduced time factor. The final result may be an increase in the superficiality in the presentation and learning of content and information within these psychology classes.

Finally, the similarities in the responses from the 1972-73 and 1974-75 teachers and the 1,215 students suggests that by and large, the objectives for teaching and the content to be included within these courses have been determined. Florida teachers include in their courses the types of content identified by this report. Non-classroom teachers interested in improving the psychology courses appear to have at least two alternatives. One alternative is to advocate a different set of objectives and list of content for these courses while the other would be to develop materials to assist these teachers to achieve their own course objectives and to present the content they have selected to teach. This author doubts the feasibility of programs consistent with the first option. However, a compromise between the two positions might be the best way to enhance student understanding and application of psychological content and concepts.

In the final analysis, the reader must keep in mind that these teachers were asked to teach a course which has been provided no formal guidelines from either the Florida State Department of Education or the American Psychological Association. It has been a course set adrift to develop its own identity and its own 'discipline.' That these teachers have done so well on their own is a credit to their efforts and professional talents. Imagine where psychology would be if it got some support from its friends, or, on second thought maybe we should be thankful that its "friends" have not been so helpful.

V. A REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with 12,368 students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students (46,547 students). In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics courses.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1961 indicated that over two hundred percent more students were taking the course than had taken it twelve years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1972-73, 6,870 U. S. schools offered specific courses in psychology which enrolled 611,468 students. This enrollment figure represented 3.3 percent of all students enrolled in school during the 1972-73 school year and 8.8 percent of the enrollment in schools which offered these courses.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of precollege psychology:

1. Student enrollment and number of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among students.
5. Courses are offered in all fifty states.
6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.

8. Psychology is not required in any state for graduation, but a few isolated schools require it for graduation.

9. Courses are more likely to be offered in schools with over 500 students enrolled.

10. Courses are primarily opened to seniors and juniors.

11. Girls are more likely to take the course than boys.

12. Whites are more likely to enroll in the course than blacks.

13. The course is offered in schools regardless of their urban-suburban-rural settings.

14. Personal adjustment and self-understanding are two of the most often stated objectives of the course.

15. Teachers tend to include in these courses the content and topics they believe ought to be included in psychology courses on this level.

16. Courses are usually assigned social studies credit.

17. Teachers are predominantly certified in social studies.

18. Teachers have little difficulty in identifying their approaches by the labels--"behavioristic" or "humanistic."

19. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.

20. Until 1973, the T. L. Engle and Louis Snellgrove textbook, *Psychology: Its principles and application* (various editions) was by far the most popular text.

21. More schools would offer the course if properly trained teachers and finances were available.

VI. BIBLIOGRAPHY

Stahl, R. J. Humanistic and behavioristic psychology teachers on the precollege level: Are their approaches different? (Submitted to American Psychologist, 1976).

Stahl, R. J. The data base for the study of pre-college psychology in Florida: 1970-71 and 1972-73. Gainesville, Florida: University of Florida, 1974. (ERIC Microfiche No. ED 096 209).

Stahl, R. J. (Editor) High school psychology in the United States and Canada: An anthology of recent status reports. IDHR Research Monograph. Gainesville, Florida: Institute for Development of Human Resources, University of Florida, 1974. (ERIC Microfiche No. ED 096 208).

Stahl, R. J. & Casteel, J. D. Precollege psychology in Florida. High School Behavioral Science, 1975, 3, (1), 16-26.

Stahl, R. J. & Casteel, J. D. A survey of the status of pre-college psychology in Florida: 1970-71. In H. Fisher (Ed.), Developments in high school psychology. New York: Behavioral Publications, 1974, 95-112.

Stahl, R. J. & Casteel, J. D. The status of precollege psychology in the state of Florida during 1970-71 and 1972-73: A comparative report. Research Monograph No. 8. Gainesville, Florida: P.K. Yonge Laboratory School, 1973. (ERIC Microfiche No. ED 087 651).*

Stahl, R. J. & Casteel, J. D. The 1970-71 study on the status of pre-college psychology in the state of Florida: A final report. Resource Monograph No. 6. Gainesville, Florida: P.K. Yonge Laboratory School, 1972. (ERIC Microfiche No. ED 073 026).*

---

*These are available free upon request. Write to Dr. J. B. Hodges, Director of the Laboratory School, Gainesville, Florida 32611.

VII. APPENDIX A

Descriptive Data Relative to the Six State-adopted Textbooks Used by These Psychology Teachers

Figure 1A

Bibliography of Psychology Books Listed on the Florida State-Adopted Textbook List

Engle, T. L., & Snellgrove, L. *Psychology: Its principles and application*. (5th Edition). New York: Harcourt, Brace, 1969.

Gordon, S. *Psychology for you*. New York: Oxford, 1972.

Hershey, G. L., & Lugo, J. O. *Living psychology: An experimental approach*. New York: MacMillan, 1970.

McKeachie, W. J., & Doyle, C. L. *Psychology: The short course*. Reading, Mass.: Addison-Wesley, 1972.

Sandberg, J. H. *Introduction to the behavioral sciences: An inquiry approach*. New York: Holt, Rinehart and Winston, 1969.

Tallent, N., & Spungin, C. *Psychology: Understanding ourselves and others*. New York: American, 1972.

Table 1A

The Percent of Pages in Each Textbook Devoted to Illustrations Based Upon an Examination of Ten Percent of the Total Number of Pages Included in Each Textbook

Textbook author(s)	Total number of pages	10 percent of number of pages	% of pages with illustrations*
Engle/Snellgrove	612	61	44%
Gordon	489	49	25%
Hershey/Lugo	449	45	36%
McKeachie/Doyle	388	39	60%
Sandberg	344	34	0%
Tallent/Spungin	567	57	64%
Mean	474.8		38%

*By illustrations is meant charts, graphs, tables, pictures, cartoons, etc.

Note: The first set of ten pages for each section of 100 pages was selected as the pages for determining the number of illustrations. For example, pages 1 through 10 were checked, 101-110, 201-210, etc.. When an illustration was found, one page was indicated regardless of the actual number of illustrations on the one page.

Table 2A

Major Focus of Chapters Included Within These Textbooks as Identified and Specified by Chapter Headings and Titles

Chapter titles	Engle Snellgrove	Gordon	Hershey Lugo	McKeachie Doyle	Sandberg	Tallent Spungin	MEAN
Introduction to psychology	36	26		14	44	30	25.00
Personality theory (Freud)		23					3.83
Personality theory(post-Freud)		21					3.50
Frontiers of behavioral science					42		7.00
Personality	28	*	36	33		66	27.17
Healthy-adjusted personality			27			62	14.83
Disturbed-troubled personality			65	27	44	84	36.67
Perceptions and sensations	33		28	22			13.83
Physiology-anatomy	31			12			7.17
Learning	59		30	37		48	29.00
Memory				*			-----
Intelligence	29	26		*		46	16.83
Heredity and environment	25			18**			7.17
Thinking	30		31	26*			14.50
Creativity/creative thinking				32*			5.33
Motivation(needs/drives)			31	21			8.67
Growth and development	28	18*		**			7.67
Childhood and/or adolescence		37	44		52		22.17
Feelings and emotions	33		31				10.67
Frustrations and anxiety			18**				3.00
Conflict/defense mechanisms			**				-----
Mental illness	33	29					10.33
Therapy and treatment			33			38	11.83
Alcohol and drugs						56	9.33
Measurement and evaluation						74	12.33

Note: Table continued on next page.

Table 3A

Major Focus of Chapters Included Within These Textbooks as Identified and Specified by Chapter Headings and Titles

Chapter titles	Engle Snellgrove	Gordon	Hershey Lugo	McKeachie Doyle	Sandberg	Tallent Spungin	MEAN
Social aspects of behavior	12		34	26	47	22	23.50
Family	32						5.33
Group behavior	32						5.33
Interpersonal relations				26			4.33
Love and marriage		14					2.33
Friendship (peer group)	*						-----
Popularity/leadership	24*						4.00
Race and prejudice					65		10.83
Social attitudes	32						5.33
Work/vocations/careers	27						4.50
Growth (personality)					43		7.17
Dreams		22					3.67
Magical beliefs		20					3.33
Mind-bending		29					4.83
Mythology		25					4.17
Parapsychology, esp.		15					2.50

Note: * and ** indicate these topics are treated together within one chapter heading title. Where they appear, the page numbers are not computed in the Mean.

Table 3A Continued

Major Focus of Units Included Within These Textbooks as Identified and Specified by Unit Headings and Titles

Unit titles	Engle Snellgrove	Gordon	Hershey Lugo	McKeachie Doyle	Sandberg	Tallent Spungin	MEAN
Introduction to psychology	39					30	11.50
Personality			136	112		68	52.67
Wholesome personality						86	14.33
Troubled personality						60	10.00
Branches of psychology							-----
Learning	93					50	23.83
Intelligence						48	8.00
Development			136				22.67
Mental health	121						20.17
Psychology and education		24					4.00
Disorders/therapy/treatment						66	11.00
Realms of the unconscious		111					18.50
Alcohol and drugs						58	9.67
Psychological evaluation						76	12.67
Individual and social problems		119					19.83
Family	67*						11.17
Small groups	*						-----
Individual and society	62						10.33
Psychology and the individual		136					22.67
Youth in a changing world		88					14.67
Patterns of human behavior	93						15.50
Understanding human behavior	89						14.83
Understanding yourself		90					15.00
Development of human behavior			36				6.00
The background of behavior				48			8.00
The determinents of behavior				158			26.33

Table 4A

List of Names of Persons Commonly Included in Precollege Psychology Textbooks and Courses and the Frequency of Their Occurrence Within These Particular Textbooks as Determined by Their Index

Names of persons	Engle Snellgrove	Gordon	Hershey Lugo	McKeachie Doyle	Sandberg	Tallent Spungin	MEAN
1) Adler, A.		5	1	1		4	1.83
2) Allport, G.		4	2		7		2.17
3) Binet, A.	1	3		4			1.33
4) Bruner, J.		3	7	1	4		2.50
5) Ebbinghaus	1		3	3		1	1.33
6) Erikson, E.		9		7	3	3	3.67
7) Freud, S.	2	23	9	17	2	26	13.17
8) Fromm, E.		13	9			6	4.67
9) Guilford, J. P.			3	2			.83
10) Hall, C. S.		1	3	1			.83
11) Harlow, H.			3	6			1.50
12) James, W.		2					.33
13) Jung,	2	11	1			3	2.83
14) Kohler, W.				1		1	.33
15) Maslow, A.		5	14	3		9	5.17
16) Mead, M.		3	4	5	9		3.50
17) Pavlov, I.	2	3	1	5		5	2.67
18) Piaget, J.	2	3	1	11	2		3.17
19) Rogers, C.		3	13	3	11	4	5.67
20) Skinner, B. F.	2		4	6	16	4	5.33
21) Terman,	3	2	1	2		3	1.83
22) Thorndike, E. L.			1	2			.50
23) Watson, J. B.	2	1	3	5	2	1	2.33
24) Woodworth, R.S.				1		1	.33
25) Wundt, W.		1	1	3			.83

VIII. APPENDIX B: TABLES

TABLE 1B

Crosstabulation of Descriptive Data Pertaining to the 1,215 Florida Secondary School Students Who Responded to the 1974-75 Psychology Survey: The Frequency Data[a]

	SEX		RACE			GRADE LEVEL				AGE LEVEL				
	Males	Females	Whites	Blacks	Others	9th Grd	10th Grd	11th Grd	12th Grd	14 Yrs	15 Yrs	16 Yrs	17 Yrs	18 Yrs
Males	501	---	434	48	19	3	6	137	350	1	2	65	215	212
Females		710	632	61	15	4	22	238	444	2	9	138	336	223
Whites			1067	---	---	6	27	347	681	2	10	193	493	362
Blacks				110	---	1	0	24	83	1	0	10	46	53
Other					34	0	1	3	30	0	1	1	12	19
9th Grade						7	---	---	---	3	1	1	1	1
10th Grade							28	---	---	0	10	16	1	1
11th Grade								375	---	0	0	175	178	22
12th Grade									795	0	0	11	369	408
14 Year Olds										3	--	---	---	---
15 Year Olds											11	---	---	---
16 Year Olds												204	---	---
17 Year Olds													552	---
18 Year Olds														435

"A" Grades	- 312	
"B" Grades	- 444	756
"C" Grades	- 278	1034
"D" Grades	- 103	1137
"E/F" Grades	- 49	1186
No Responses	- 29	1215

---

[a] Distortion in the total frequency data is due to the fact that student "No Response" data were not picked up in the crosstabulation procedure.

TABLE 2B

The List of Objectives for Teaching Precollege Psychology Courses Worded as This List Appeared On the 1972-73 and 1974-75 Teacher Questionnaires

---

Below are a number of objectives for teaching courses in psychology at the secondary school level. Check those objectives which most accurately reflect the objectives you set for your course(s):

_____a) to help students in their vocational planning.

_____b) to help develop an appreciation for psychology as a field of scientific knowledge and inquiry.

_____c) to prepare students for college psychology courses.

_____d) to eliminate many of the misconceptions students have about psychology and psychologists.

_____e) to assist students in preparing for family life.

_____f) to assist students in developing a basic philosophy of life.

_____g) to help students understand and deal with their personal problems.

_____h) to assist students in understanding the vocabulary associated with psychology.

_____i) to assist students in adjusting to life and solving life's problems.

_____j) to help students better understand and accept themselves as individuals.

_____k) to apply psychological knowledge to understand contemporary social problems and events.

_____l) to help students cope with problems associated with emerging adolscence.

_____m) other (specify)____

TABLE 3B

Rankings of Reasons for Taking Psychology According to the Sex, Race, Age, Grade Level, and Academic Level of the 1,215 Student Respondents

		SEX		RACE			AGE					GRADE LEVEL				ACADEMIC LEVEL				
Reasons for Taking Psychology	Overall	Male	Female	Black	White	Other	14 Years[a]	15 Years	16 Years	17 Years	18 Years	9th[a]	10th	11th	12th	A	B	C	D	E/F
A. Help with personal problems	1	1	1	1	1	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1
B. Help with life's problems	2	3	2	3	2	4.5	4.5	7	2	2	3	-	3.5	2	3	2	3	2	2.5	4
C. Understand and accept myself	3	4	3	2	3	6	4.5	2	3	3	2	-	2	3	2	3	2	3	2.5	2.5
D. Understand social problems	4	2	4	5	4	4.5	-	4.5	4	4	4	-	5.5	4	4	4	4	5	4	5
E. Prepare for future family life	5	6	6	4	6	2	4.5	7	6	6.5	5	-	5.5	6	6	6	6	6	6	2.5
F. Prepare for college psychology courses	6	7	5	9	5	8	4.5	9.5	9	5	6	-	11	8	5	5	5	7	10	8.5
G. Develop a philosophy of life	7	5	7	6.5	7	1	4.5	2	5	6.5	7	-	3.5	5	7	7	7	4	5	7
H. Develop an appreciation for psychology	8	8	8	8	8	8	-	11	7	8	8	-	9	7	8	8	8	8	9	10.5
I. Cope with problems of adolescence	9	10.5	9	6.5	9	12	-	4.5	8	9	9	-	7	9	9	9	10	9	7	10.5
J. Help me with vocational planning	10	13	10	12	10	10	4.5	12.5	11	10	11	-	12.5	10	12	11	9	13	12	8.5
K. Eliminate misconception about psy.	11	9	13	11	11	13	-	12.5	10	11	12	-	12.5	11	11	12	11	11	8	12
L. Understand vocabulary of psychology	12	10.5	12	10	13	11	-	9.5	13	13	10	-	10	13	10	13	12	10	13	13
M. Other	13	12	11	13	12	8	-	7	12	12	13	-	8	12	13	10	13	12	11	6

[a] So few responses that these were not ranked.

TABLE 4B

Comparison of the Rankings of the Topics the 1972-73 Teachers Included in Their Psychology Courses with Those Topics These Same Teachers Thought Ought to be Included in These Courses[a]

Topics	Topics the Teachers Included Within Their Psychology Courses			Topics the Teachers Thought Ought to be Included in These Courses		
	F	%	R	F	%	R
A. Intelligence	145	91.8	1	122	77.2	7
B. Mental illness	140	88.6	2	132	83.5	2
C. Personality theory	139	88.0	3	127	80.4	4
D. Mental health	135	85.4	4	131	82.9	3
E. Emotions	130	82.3	5	137	86.7	1
F. Social behavior	121	76.6	6	123	77.8	6
G. Learning and thinking	119	75.3	7	113	71.5	9
H. Motivation	115	72.8	8	124	78.5	5
I. Mental retardation	106	67.1	9.5	109	69.0	11
J. Heredity and genetics	106	67.1	9.5	92	58.2	18
K. Abnormal behavior	102	64.6	11	111	70.3	10
L. Sensation and perception	101	63.9	12	107	67.7	12
M. The adolescent	100	63.3	13	121	76.6	8
N. History of psychology	96	60.8	14	97	61.4	15.5
O. Parapsychology, esp	95	60.1	15	84	53.2	19
P. Drugs, alcoholism, etc.	94	59.5	16	95	60.1	17
Q. Marriage and the family	91	57.6	17	97	61.4	15.5
R. Growth and development	90	57.0	18	105	66.5	13
S. Love	88	55.7	19	99	62.7	14
T. Human body (physiology)	65	41.1	20	63	39.9	21
U. Child care	45	28.5	21	70	44.3	20
V. Statistics		23.4	22	52	32.9	22

[a] $\underline{r}_{\underline{s}}(22) = .86$, $\underline{p} < .001$ N=158

TABLE 5B

Comparison Among the Topics Included Within and Topics That Ought To Be Included Within Psychology Courses Between the 1972-73 and 1974-75 Teachers

	1972-73 Teacher Respondents		1974-75 Teacher Respondents	
Topics	Topics included within courses R	Topics thought should be included within courses R	Topics included within courses R	Topics thought should be included within courses R
A. Personality theory	3	4	1	1
B. Mental illness	2	2	2	3
C. Emotions	5	1	3	2
D. Mental health	4	3	4	7
E. Social behavior	6	6	5	4
F. Intelligence	1	7	6	7
G. Abnormal behavior	11	10	7	11
H. Motivation	8	5	8	5
I. Drugs, alcoholism, etc	16	17	9	14.5
J. The adolescent	13	8	10	10
K. Learning and thinking	7	9	11	9
L. Parapsychology, ESP	15	19	12	19
M. Growth and development	18	13	13	7
N. Love	19	14	14	13
O. Mental retardation	9.5	11	15	16
P. History of psychology	14	15.5	16	14.5
Q. Sensation and perception	12	12	17	12
R. Heredity and genetics	9.5	18	18	17
S. Marriage and the family	17	15.5	19	18
T. Child care	21	20	20	20
U. Human body, physiology	20	21	21	21
V. Statistics	22	22	22	22

$r_s(22) = .86$, $p < .001$:Correlation between Column 1 and 2
$r_s(22) = .82$, $p < .005$:Correlation between Column 1 and 3
$r_s(22) = .88$, $p < .001$:Correlation between Column 2 and 3
$r_s(22) = .89$, $p < .001$:Correlation between Column 3 and 4
$r_s(22) = .93$, $p < .001$:Correlation between Column 2 and 4

TABLE 6B

Rankings of Topics Which Should Be Included in Precollege Psychology Courses According to the Sex, Race, Age, Grade Level, and Academic Level of the 1,215 Student Respondents

List of Topics	Overall	Sex		Race			Age					Grade Level				Academic Level				
		Male	Female	Black	White	Other	14 Years	15 Years	16 Years	17 Years	18 Years	9th	10th	11th	12th	A	B	C	D	E/F
A. Emotions	1	1	1	2	1	5.5	6.5	2.5	1	1	1	7.5	1	1	1	1	1	1	2	3.5
B. Social behavior	2	2	3	11	2	9.5	2.5	5.5	3	2	2	7.5	2	3	2	2	2	2	6	7.5
C. Personality theory	3	4	2	5	3	3.5	14	8	4	3	3	18	3.5	4	3	3	3	3	5	11
D. Love	4	3	4	1	4	1.5	14	1	2	4	4	2.5	3.5	2	5	5	4	4	1	2
E. Mental illness	5	6	5	4	5	9.5	2.5	5.5	5	5	6	1	6.5	5	4	4	6	5	4	5.5
F. Abnormal behavior	6	7	7	8.5	6	3.5	2.5	9.5	7.5	6	7	7.5	9	7	6	6	7	6	9	13
G. Marriage and the family	7	10	6	3	8	1.5	14	2.5	9	7	5	7.5	6.5	10	7	8	5	9	7	5.5
H. The adolescent	8	11	8	16	7	5.5	14	5.5	7.5	9	9	18	8	9	9	7	8	11.5	12	9.5
I. Mental retardation	9	8	9	7	9	17.5	2.5	12.5	11	8	9	2.5	10.5	11	8	9	9	7	13	16
J. Drugs, alcoholism, etc	10	5	12	8.5	10	7	14	5.5	6	11	12	7.5	5	6	12	14	10	8	3	3.5
K. Parapsychology, ESP	11	12	11	12	11	13	14	12.5	10	10	13	13.5	12	8	13	12	12	11.5	9	1
L. Learning and thinking	12	13	10	10	12	14	21	15.5	12	13	10	21.5	10.5	12	11	11	11	13	9	7.5
M. Intelligence	13	9	14	6	13	15.5	14	9.5	15.5	12	11	13.5	15	14	10	10	13	14	11	9.5
N. Mental Health	14	15	13	14	14	9.5	6.5	18	13	14	16	7.5	19	13	14	[illegible]	14.5	10	16	12
O. Motivation	15.5	14	17	17	15	20.5	6.5	18	14	15	17	13.5	20.5	15	15.5	13	14.5	17.5	17	17
P. Growth and development	15.5	16	16	15	16	13	21	12.5	15.5	16	14	21.5	13	16	15.5	15	17	16	15	14
Q. Child care	17	17	15	13	17	9.5	14	12.5	18	17	15	7.5	17.5	17	17	18	16	15	14	15
R. Sensation and perception	18	18	18	20	18	17.5	14	18	17	18	18	18	15	18	18	17	18	17.5	20	18.5
S. Heredity and genetics	19	20	19	18	19	15.5	14	21	19	20	19	18	17.5	19	19	20	19	19	19	18.5
T. History of psychology	20	19	20	19	20	19	6.5	15.5	20	19	20	7.5	15	20	20	19	20	20	18	20.5
U. Human body (physiology)	21	21	21	21	21	20.5	14	21	21	21	21	13.5	22	21	21	22	21	21	21	20.5
V. Statistics	22	22	22	22	22	22	21	21	22	22	22	18	20.5	22	22	21	22	22	22	22

TABLE 7B

Comparison of Rankings For Topics Included Within Psychology Courses Between the Behavioristic and Humanistic Teachers[a]

Topics	Behavioristic Teachers F	%	R	Humanistic Teachers F	%	R	X^2[b]	p	p<.05
A. Mental illness	54	93.1	1	85	86.7	4.5	.9368	.3331	n.s.
B. Personality theory	51	87.9	2	88	89.8	1.5	.0091	.9240	n.s.
C. Abnormal behavior	49	84.5	3	73	74.5	8	1.5886	.2075	n.s.
D. Emotions	47	81.0	4.5	88	89.8	1.5	1.7077	.1913	n.s.
E. Mental health	47	81.0	4.5	86	87.8	3	.8292	.3625	n.s.
F. Social behavior	44	75.9	6.5	85	86.7	4.5	2.2978	.1296	n.s.
G. Intelligence	44	75.9	6.5	77	78.6	6	.0374	.8466	n.s.
H. Motivation	42	72.4	8	71	72.4	9.5	.0326	.8567	n.s.
I. Drugs, alcoholism, etc	41	70.7	9.5	71	72.4	9.5	.0027	.9586	n.s.
J. Learning and thinking	41	70.7	9.5	60	61.2	13	1.0454	.3166	n.s.
K. Parapsychology, ESP	40	69.0	11	62	63.3	12	.3015	.5829	n.s.
L. Mental retardation	38	65.5	12	51	52.0	16.5	2.1786	.1399	n.s.
M. The adolsecent	35	60.3	13.5	74	75.5	7	3.2929	.0696	n.s.
N. History of psychology	35	60.3	13.5	51	52.0	16.5	.7077	.4002	n.s.
O. Growth and development	34	58.6	15.5	58	59.2	14	.0099	.9209	n.s.
P. Sensation and perception	34	58.6	15.5	49	50.0	18	.7689	.3806	n.s.
Q. Heredity and genetics	33	56.9	17	47	48.0	19	.8346	.3609	n.s.
R. Marriage and the family	32	55.2	18	56	57.1	15	.0053	.9420	n.s.
S. Love	29	50.0	19	64	65.3	11	2.9383	.0865	n.s.
T. Child care	19	32.8	20.5	36	36.7	20	.1082	.7422	n.s.
U. Human body, physiology	19	32.8	20.5	28	28.6	21	.1372	.7111	n.s.
V. Statistics	13	22.4	22	18	18.4	22	.1636	.6858	n.s.

[a] $r_s(22) = .87$, $p < .001$

[b] df(1)

TABLE 8B

Comparison of Rankings for Topics Teachers Thought Ought to be Included in Precollege Psychology Courses Between the Behavioristic and Humanistic Teachers[a]

	Behavioristic Teachers			Humanistic Teachers					
Topics	F	%	R	F	%	R	X^2[b]	p	$p<.05$
A. Emotions	49	84.5	1.5	78	79.6	2.5	.2981	.5851	n.s.
B. Mental illness	49	84.5	1.5	72	73.5	5.5	1.9462	.1630	n.s.
C. Personality theory	47	81.0	3	83	84.7	1	.1372	.7111	n.s.
D. Motivation	45	77.6	5	70	71.4	8	.4306	.5117	n.s.
E. Abnormal behavior	45	77.6	5	67	68.4	10	1.1078	.2926	n.s.
F. Learning and thinking	45	77.6	5	66	67.3	11	1.3957	.2374	n.s.
G. Growth and development	44	75.9	7	71	72.4	7	.0783	.7796	n.s.
H. Social behavior	43	74.1	8	78	79.6	2.5	.3488	.5548	n.s.
I. Mental health	42	72.4	9.5	72	73.5	5.5	.0019	.9656	n.s.
I. The adolescent	42	72.4	9.5	69	70.4	9	.0071	.9327	n.s.
K. Intelligence	41	70.7	11	75	76.5	4	.3816	.5367	n.s.
L. Mental retardation	39	67.2	12	51	52.0	18.5	2.8545	.0911	n.s.
M. Sensation and perception	37	63.8	13	63	64.3	12	.0122	.9119	n.s.
N. Marriage and the family	36	62.1	14	55	56.1	16.5	.3137	.5754	n.s.
O. History of psychology	35	60.3	15	55	56.1	16.5	.1213	.7277	n.s.
P. Drugs, alcoholism, etc.	34	58.6	16	59	60.2	13.5	.0007	.9794	n.s.
Q. Love	33	56.9	17	59	60.2	13.5	.0564	.8123	n.s.
R. Heredity and genetics	31	53.4	18	56	57.1	15	.0797	.7778	n.s.
S. Parapsychology, ESP	30	51.7	19	51	52.0	18.5	.0163	.8985	n.s.
T. Child care	23	39.7	20	43	43.9	20	.1213	.7277	n.s.
U. Human body, physiology	22	37.9	21	40	40.8	21	.0348	.8520	n.s.
V. Statistics	19	32.8	22	36	36.7	22	.1082	.7422	n.s.
W. Other	2	3.4	--	11	11.2	--	-----	-----	----

[a] $r_s(22) = .85$, $p < .001$

[b] df(1)

TABLE 9B

Correlation Data Based Upon the Major Areas of Teacher and Student Data in Which Correlations Were Computed

Description of Correlated Factors	Σd^2	df	r_s	p
A. Correlation between the objectives the 1972-73 teachers set for their courses and the objectives the 1974-75 teachers set for their courses	140.5	12	.51	.05
B. Correlation between the objectives the 1974-75 teachers set for their courses and the reasons the 1974-75 students cited for taking these courses	60.5	12	.79	.005
C. Correlation between the topics the 1972-73 teachers included in their courses and the topics these teachers thought ought to be included in such courses	241	22	.86	.001
D. Correlation between the topics the 1972-73 teachers included in their courses and the topics the 1974-75 teachers included in their courses	320.5	22	.82	.005
E. Correlation between the topics the 1972-73 teachers thought ought to be included in their courses and the topics the 1974-75 teachers included in their courses	208.5	22	.88	.001
F. Correlation between the topics the 1972-73 teachers thought ought to be included in their courses and the topics the 1974-75 teachers thought ought to be included in their courses	121.5	22	.93	.001
G. Correlation between the topics the 1974-75 teachers included in their courses and the topics these teachers thought ought to be included in these courses	188.5	22	.89	.001
H. Correlation between the topics the 1974-75 teachers included in their courses and the topics the 1974-75 students thought ought to be included in these courses	552.5	22	.69	.005
I. Correlation between the topics the 1974-75 teachers thought ought to be included in their courses and the topics the 1974-75 students thought ought to be included in these courses	733	22	.59	.01
J. Correlation between the types of instructional aids the 1970-71 teachers desired and the types of aids the 1972-73 teachers desired	39	11	.82	.005
K. Correlation between the types of instructional aids the 1972-73 teachers desired and the types of aids the 1974-75 teachers desired	51.5	11	.77	.01
L. Correlation between the types of instructional aids the 1970-71 teachers desired and the types of aids the 1974-75 teachers desired	47	11	.79	.01
M. Correlation between the types of instructional aids the 1974-75 teachers desired and the types of aids the 1974-75 students desired to see their teachers use	87.5	13	.76	.01

TABLE 10B

Table of Correlation Data Based Upon The Characteristics of the Students Who Responded to Their Questionnaire

Description of Correlated Factors	Objectives[1]			Topics[2]		
	Σd^2	r_s	p	Σd^2	r_s	p
Males - Females	44.5	.88	.005	136	.92	.001
Whites-Blacks	43.5	.88	.005	291.5	.84	.005
Whites-Others	113.5	.69	.02	316	.82	.005
Blacks-Others	122	.66	.02	466	.74	.005
10th Grade-11th Grade	58.5	.84	.005	140.5	.92	.001
10th Grade-12th Grade	83.5	.77	.01	190.5	.89	.001
11th Grade-12th Grade	30	.92	.001	110.5	.94	.001
16 Year Olds-17 Year Olds	22.5	.94	.001	98	.94	.001
16 Year Olds-18 Year Olds	32	.91	.005	138	.92	.001
17 Year Olds-18 Year Olds	17.5	.95	.001	47	.97	.001
"A" Students-"B" Students	18	.95	.001	58.5	.97	.001
"A" Students-"C" Students	32	.91	.005	154	.91	.001
"A" Students-"D" Students	52.5	.86	.005	268	.85	.001
"A" Students-"E/F" Students	60.5	.83	.005	538	.70	.005
"B" Students-"C" Students	38	.90	.005	76	.96	.001
"B" Students-"D" Students	62.5	.83	.005	157.5	.91	.001
"B" Students-"E/F" Students	84.5	.77	.01	400	.77	.005
"C" Students-"D" Students	36.5	.90	.005	185	.90	.001
"C" Students-"E/F" Students	102.5	.72	.01	442	.75	.005
"D" Students-"E/F" Students	89.5	.75	.01	173	.89	.001

[1] df = 12

[2] df = 22

TABLE 11B

Crosscorrelation Table for Rankings of Objectives According to the Grades These Students Received In Psychology at the End of the Last Grading Term[a]

Grade	A	B	C	D	E/F
A	1.00	.95	.91	.86	.83
B		1.00	.90	.83	.77*
C			1.00	.90	.72*
D				1.00	.75*
E/F					1.00

[a] All significant at .005 level except *.

TABLE 12B

Crosscorrelation Table for Rankings of Topics According to the Grades These Students Received In Psychology at the End of the Last Grading Term[a]

Grade	A	B	C	D	E/F
A	1.00	.97	.91	.85	.70
B		1.00	.96	.91	.77
C			1.00	.90	.75
D				1.00	.89
E/F					1.00

[a] All significant at.005 level.

TABLE 13B

Correlation Data Based Upon the Behavioristic and Humanistic Approaches To The Psychology Courses Taught by the 1974-75 Teachers

Description of Correlated Factors	Σd^2	df	r_s	p
A. Correlation between the objectives the behavioristic teachers set for their courses and the objectives the humanistic teachers set for their courses	96	12	.66	.02
B. Correlation between the objectives the behavioristic teachers set for their courses and the reasons the students cited for taking these courses	75	12	.74	.01
C. Correlation between the objectives the humanistic teachers set for their courses and the reasons the students cited for taking these courses	88	12	.69	.02
D. Correlation between the topics the behavioristic teachers included in these courses and the topics the humanistic teachers included in their courses	229	22	.87	.001
E. Correlation between the topics the behavioristic teachers thought ought to be included in these courses and the topics the humanistic teachers thought ought to be included in these courses	266	22	.85	.001
F. Correlation between the topics the behavioristic teachers included in their courses and the topics these teachers thought ought to be included in these courses	243.5	22	.86	.001
G. Correlation between the topics the humanistic teachers included in their courses and the topics these teachers thought ought to be included in these courses	199.5	22	.89	.001
H. Correlation between the topics the behavioristic teachers included in their courses and the topics the students thought ought to be included in these courses	701	22	.60	.005
I. Correlation between the topics the humanistic teachers included in their courses and the topics the students thought ought to be included in these courses	415	22	.77	.005
J. Correlation between the topics the behavioristic teachers thought ought to be included in these courses and the topics the students thought ought to be included in these courses	694	22	.61	.005
K. Correlation between the topics the humanistic teachers thought ought to be included in these courses and the topics the students thought ought to be included in these courses	719	22	.59	.005